DOCUMENT RESUME

ED 150 878 FL 009 284

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TITLE A Survey of Florida Migratory Compensatory Regional Directors and ESL Teachers.
PUB DATE 20 Jul 77
NOTE 153p.

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS Bilingual Students; *Compensatory Education; Compensatory Education Programs; Educational Assessment; Elementary Education; *English (Second Language); *Language Programs; Language Teachers; *Mexican Americans; *Migrant Child Education; Migrant Children; Questionnaires; *Spanish Speaking; Statistical Surveys; Student Characteristics; Teacher Attitudes; Teacher Characteristics; Teacher Qualifications; Tutors
IDENTIFIERS *Florida

ABSTRACT

This paper primarily examines the nature of English as a Second Language (ESL) programs within the Florida Migratory Child Compensatory Program (FMCCP). Two surveys were conducted. The first was a survey of regional directors within the FMCCP in order to gather basic information concerning programs, materials, and student and teacher populations. The second survey was sent directly to the teachers in order to obtain more detailed information about programs, including teachers' qualifications and professional needs, class structure, materials utilized, and possible conflicts with bilingual programs, as well as the problems and needs of the students. Also included within the paper is research concerning migrant education, Mexican American students, and ESL in general. This information is correlated in conjuction with the research project on ESL instruction of migratory students in Florida. Statistical tables are included. Appendices contain sample letters and questionnaires used in the surveys and an ESL bibliography. (Author/AM)

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ED150878

A SURVEY OF FLORIDA MIGRATORY COMPENSATORY REGIONAL DIRECTORS AND ESL TEACHERS

A Research Project
Presented to the
College of Education
Florida Technological University

In Fulfillment of the
Requirements of
EDSE 698

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 20, 1977

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FL002284

ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to many individuals for their aid and support in the completion of this project. To Dr. Gail B. West, her advisor and supervisor throughout her master's program, the writer expresses gratitude for her encouragement, counsel, and understanding.

This research was completed through the assistance of Dr. Thomas J. Moffett and Miss Marleen Menendez of Region III, and Mr. Frank Campano of Region IV, who furnished information, time, and effort in facilitating the survey.

Further expression of appreciation is extended to the writer's colleagues and friends, Miss Carolyn MacNaughton and Mrs. Elaine Matthews for their helpful suggestions and support throughout the project. Appreciation is also extended to Mr. Donald Richardson for his advice and suggestions.

This research could not have been completed without many sacrifices by the writer's family. The writer is especially grateful to Angela, Margarita, and Ismael Acevedo for their patience and thoughtfulness.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to determine the nature of migratory English as a second language (ESL) programs in Florida. In order to do this, various aspects of the program were analyzed: ESL teachers' qualifications and professional needs, available materials, scheduling, possible conflicts with bilingual programs, as well as the problems and needs of students within the ESL component of the Language Arts Program of the Florida Migratory Child Compensatory Program (FMCCP).

Rationale

The Florida Migratory Child Program was developed to help meet the special needs of students whose mobility often causes interruptions in their education. The migrant ESL child is usually lacking basic oral English skills, especially if newly arrived to the United States. The child who has some command of oral English often benefits from reinforcement and refinement of listening and speaking skills. Further, the migrant non-English-speaking child,

even with a good command of oral skills, usually needs instruction in reading and writing.

Within the State of Florida, the FMCCP is composed of four areas: (1) the Early Childhood Learning Program, (2) the Language Arts Tutorial Program, (3) the Learn and Earn Program, and (4) the Supportive Services Program. The English as a Second Language Program is a component of the second area, the Language Arts Tutorial Program.

The goals for the Language Arts Tutorial Program as outlined by the State are:

> A. To provide the opportunity for each migrant child to develop communication skills necessary for success in life situations.
>
> B. To provide specially designed programs in Language Arts that will increase the migrant child's capabilities to function at a level commensurate with his potential.
>
> C. To provide experiences which will enable the migrant child to listen, speak, read, and write commensurate with his capabilities in order to prepare him to function successfully in the regular school program. (Project Summary, FY 1977-1978, p. 12)

The English as a Second Language Program is a "pull-out," tutorial program in which a child or a small group of children are tutored various periods of time depending on the children's needs. The suggested minimum duration of instruction for ESL students is one 30 minute session for a group of three to four children each day. This is for independent students (see definitions). The maximum suggested daily instruction is for the dependent child (see definitions). The suggested length of class time is two

non-consecutive sessions of 40 minutes each with one or two children; or two non-consecutive sessions of 45 to 60 minutes each for a group of three to four students (Project Summary, FY 1977-1978, p. 15).

The ESL program in Florida is relatively new, as are all migrant programs. In November, 1966, Title I of Public Law 89-10, The Elementary and Secondary Education Act of 1965, was amended by Public Law 89-750 to include provisions for the children of migratory agricultural workers. PL89-10 was further amended by the PL93-380 Educational Amendments of 1974, to include children of migratory fishermen (Congress of the U.S., 1976).

Programs in migratory compensatory education were developed by 1967. Guidelines for the qualifications of teachers, classroom size, scheduling and emphasis to be placed on skills are all very broadly stated within the Project Summary (e.g., Project Summary, FY 177-1978). Materials to be utilized are not stated. Further, the qualifications for reading tutors and teachers, and ESL tutors and teachers are not separated. All Language Arts goals, procedures, and personnel guidelines are listed in one section of the entire Project Summary, entitled "Language Arts Tutorial Program."

For the English speaking child, in kindergarten through third grade, the Criterion Reading Assessment program works to achieve these goals. For the non-English-speaking child, in kindergarten through sixth grade, the English as a Second

Language strives to achieve these goals. The primary target population is current migrant students and former migrant students with ECLP experience (Project Summary, FY 1977-1978, p. 14).

One of the basic problems was stated by Dale Hilburn, the former Administrator of the Migrant Education Section of the Florida State Department of Education, in an address to the Subcommittee on Agricultural Labor of the Commission on Education and Labor in the House of Representatives of the United States Congress:

> no migrant rules and regulations to operate migrant programs. We have to rely on Title I rules and regulations and then for someone to interpret which of those applies to migrant programs and which do not. (Congress of the U.S., 1976, p. 142)

As a result of the lack of rules and regulations specifically designed for migrant programs, various programs have been set up by states and regions, some of which are similar, but many of which are different. It is difficult to follow rules, regulations and guidelines which are not written succinctly. Within Regions III, IV, and V of the FMCCP, there are ESL Programs. Even among counties within the individual Regions, however, different and varying methods, techniques, materials, and personnel, have been utilized in implementing programs.

There are no State guidelines for ESL programs or teacher requirements or certification. Requirements for certification in TESL are under study by the State Office of

Education but, as of June, 1977, there is not yet specific certification requirements available.

In meetings and workshops attended by FMCCP personnel during the previous two years, 1976 and 1977, ESL teachers and tutors have expressed a desire to know more about methods, techniques, and means of helping the migratory ESL child.

The present study was undertaken in order to determine: (1) the qualifications and needs of ESL teachers and tutors; (2) equipment, materials, methods, needs, and goals of existing ESL programs within the FMCCP; (3) the population served by the various programs, and the needs and problems of the students; and (4) whether or not any conflicts exist within the Florida Migratory ESL Program.

Keeping in mind these purposes, the final section of this chapter presents the definitions of major terms and phrases used in the study. In the beginning of the first chapter, the statement of the problem, the rationale and the need for research are discussed.

Chapter II is a review of the literature in three areas related to the study. They are: research in Migrant Education; research regarding Mexican-American students; and research in ESL. The reason that research about Mexican-American students was chosen as opposed to any other Spanish-speaking group was that in a survey of the socio-economic characteristics of Spanish origin from labor within

the United States, almost 95% were identified as Mexican-American (Smith, 1975, p. 4).

The third chapter is a discussion of the methods and procedures of this study. This chapter includes the research design, a description of the research devices, the population, and the method utilized to collect and analyze the data.

Chapter IV is a presentation and description of the data.

The final chapter is a discussion of the conclusions, implications, and recommendations which the researcher determines from the analysis made in Chapter IV.

Definitions

The following definitions are presented in order to assist the reader in the understanding of various terminology discussed in the paper. Types of equipment, kinds of teachers and students, methods, and programs are defined.

aide--a person who helps the teacher in the nursery, school, or classroom as needed with such things as setting up activities, making transitions, and assisting individual children; suggested training includes brief orientation in human development, social relations, and the school's goals and procedures, as well as some basic skill training. (Good, 1973, p. 24)

bilingual--"having equal facility in the use of two languages" (Good, 1973, p. 62). Bilingual is also commonly used in some instances to refer to children or adults who speak Spanish or another language but do not speak English with an equal facility. (e.g., A

bilingual student is one who attends a bilingual program or class.)

Bilingual Programs (Bilingual Education)--employs two languages, one of which is English to instruct students. Ideally, a bilingual program includes all phases of bilingual education, Spanish as a second language (or appropriate other), English, Spanish (or appropriate other), English as a second language, plus all other academic subjects presented in both languages. This is however, the ideal. Many bilingual programs present ESL and the academic subjects in Spanish (or appropriate other language), but do not present Spanish as a second language (or its equivalent), or classes in the target language for native English speakers.

classroom teacher--one who plans and guides the development of the learning experiences of pupils in classroom situations and is responsible for the activities and conduct of pupils in class situations. (Good, 1973, p. 105)

The classroom teacher as referred to in this paper is the regular teacher of the students, not the ESL teacher, nor any other classroom teacher--special area teachers.

contrastive analysis--"a comparison of all the features of the native language of a learner which differ from those of the target language" (Finocchiaro, 1973, p. 184).

controlled reader--"a filmstrip projector with special films, presenting connected reading material with a

device for covering and then exposing words from left to right" (Good, 1973, p. 472).

dependent student--a student who understands and speaks little or no English and consequently is unable to successfully participate in basic classroom activities demanding use of oral language skills. (Project Summary, p. 15)

Dukane Filmstrip Projector--a filmstrip projector which has automated facilities to play a record along with the filmstrip.

ECL or ECLP--The Early Childhood Learning Program is a pre-school, pre-kindergarten experience program offered by the FMCCP for 3, 4, or 5 year old migrant children to prepare the children for the regular classroom experience.

emotionally disturbed--a child with a deep-rooted problem who habitually expresses his feelings in a manner to hurt himself or others; if, in his attempts to adjust, he hurts others or their property, he may also be considered socially maladjusted; these children may develop the tendency to withdraw within themselves and express extensive fears and frustrations; social difficulties may eventuate in social maladjustment. (Good, 1973, p. 95)

ESL (English as a Second Language)--English as a Second Language refers to English which is taught where English is the predominant language of the community. English as a Foreign Language (EFL) signifies that English is being taught in a situation where English is not the predominant language of the community or school.

ESL methodology--an educational course in which teachers or prospective teachers are taught methods and techniques

of teaching English to non-native speakers. The course usually includes theory, methods, curriculum and testing and evaluation techniques, for English.

foreign language--any language other than English.

foreign language methodology--an educational course in which teachers or prospective teachers are taught methods and techniques of teaching foreign languages. The course usually includes theory, methods, curriculum, testing and evaluation techniques for foreign languages.

Hoffman viewer--"The namebrand of a viewer which is a table-mounted or hand-held device used by one person or a group of persons to see a filmstrip or slides" (Good, 1973, p. 64).

independent student--a student who understands and speaks some English and who can participate with some success in basic classroom activities demanding use of oral language skills but who needs assistance in improving specific oral communication skills. (Project Summary, 1977-78, p. 15)

language--1) a code for conveying the thoughts and feelings of one individual to another which has been accepted and is mutually understood by both; may be (a) oral, through the articulation of vocal sounds into words and then the grouping of words into statements, (b) written, through an arrangement of symbols roughly approximating the sounds that one makes in speaking, or (c) gestural, through body movements; . . . (Good, 1973, p. 328)

Language Master--a mechanical device in which a card is inserted and the message becomes audible. The card may be purchased pre-recorded with or without print and/or pictures, or the teacher may record his own lessons. Some Language Masters allow the student to repeat the

message and listen for accuracy. Others do not record student responses.

Learn and Earn Program--This program within the FMCCP is a career-vocational program which provides job training while allowing migrant students to continue academic subjects as well.

learning disability--an educationally significant discrepancy between a child's apparent capacity for language behavior and his actual level of language functioning may be either a retardation, a disorder or a delayed development in one or more of the processes of speech, language, reading, spelling, writing, or arithmetic, resulting from a possible cerebral dysfunction and/or emotional behavioral disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors. (Good, 1973, p. 185)

linguistic analysis--"the identification and classification of the structural properties (semantic, phonetic, analogic) of a verbal or orthographic message" (Good, 1973, p. 30).

linguistic approach--an approach to beginning reading instruction distinguished by the systematic control of the introduction of sound and letter relationships; use of a sight vocabulary and picture clues to meaning as in traditional basal reader approaches are not aspects of most linguistically based programs for beginning reading. (Good, 1973, p. 341)

linguistic readers--reading series which employ the techniques of the linguistic approach.

linguistics--(descriptive linguistics) the study of the nature and use of language; (diachronic linguistics) historical study of a language, especially through description of its sounds as they occur in successive periods of its development; (structural linguistics) the study of the complex patterns of sounds, inflections, and word arrangements of language; (synchronous linguistics) (1) the teaching of different linguistic elements at the same time and in relation to each

other; (2) description of a language, especially its sounds as they occur in any one historical period. (Good, 1973, p. 341)

migrant student (migrant child)--(1) a child whose parents move from one country to another with the intention of establishing a permanent residence; (2) a child whose parents move from one portion of a country to another with the intention of establishing a permanent home; (3) a child whose parents are migrant workers moving periodically for seasonal employment and who is within the age limits for which the local school district provides free public education. (Good, 1973, p. 95)

The following definitions of the classifications of migrant students is given by the FMCCP:

1. Interstate--A child who has moved with a parent or guardian within the last twelve (12) months across state boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture* or in related food processing activities. This term refers to a child who is expected to continue to migrate with his parent or guardian.
2. Intrastate--A child who has moved with a parent or guardian within the last twelve (12) months across school district boundaries within the State of Florida in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture* or in related food processing activities.
3. 5-Year Migrant--A child who has been defined as an interstate or intrastate migrant, but who along with his parent or guardian, has ceased to migrate

within the last five (5) years and now resides in an area in which a program for migratory children is provided shall be eligible for inclusion into such a program in accordance with the following priorities:

(a) Children who no longer move, but parents still migrate.

(b) Children who were in the program last year.

(c) Children of parents participating in MMDS or other similar developmental programs.

(d) Children who have been out of categories 1 and 2 for two years, but who were in a migrant program.

(e) Two years out of migrant stream and not previously enrolled in migrant program.

(f) Three years out of migrant program and/or stream.

(g) Four years out of migrant program and/or stream.

(h) Five years out of migrant program and/or stream.

Care should be taken to recruit children who come to a county in the Fall and leave in the Spring before the school year is out; however, a child who stays in school in Florida the entire school year and travels with his parent or guardian during the summer months is

also considered a migrant under the above given definitions.

A current migrant might be a child whose parent is not presently employed in agriculture* or related food processing, but who was employed in agriculture* or related food processing within the past twelve (12) months. (Temporarily, he could be employed in construction or other non-agricultural jobs.)

*Includes fishing industry.

Migratory Child Compensatory Program--Educational programs for children of migratory agricultural workers or migratory fishermen. The programs may include Early Childhood Education for preschool children; Language Arts Tutorial Programs for elementary children; Learn and Earn Programs or other career development programs for junior and senior high school; and supportive services (social and health) or in some states, bilingual child education. FMCCP is the Florida State Migratory Program.

monolingual--"able to speak and understand only one language, the mother tongue" (Good, 1973, p. 372)

morphology--(1) the study of form or shape without reference to composition or substance or to function; (2) (lang.) a branch of study dealing with language form and structure, including the origin and function of inflectional forms. (Good, 1973, p. 374)

native language--The first language which is learned and used by a speaker. Usually, the native language is the language used in the home.

phonology--"the study of the history and theory of speech sounds and sound changes" (Good, 1973, p. 421).

second language--the language which is learned and used after the native language is learned. The second language may be learned at any stage of life.

social services--"those services providing support in psychosocial areas, frequently as a component of pupil personnel service structure" (Good, 1973, p. 530).

Spanish-speaking--This term is used to refer to any student whose native language is Spanish. This may include Mexican-Americans, Mexicans, Latins, Puerto Ricans, Spanish, Chicanos, or others. The term does not indicate the origin to the speaker, only that the native language is Spanish.

Supportive Services--This portion of the FMCCP provides assistance with the MSRTS and social and medical needs. Workers involved include social educators, records clerks, community health workers, and terminal operators among others.

syntax--"the area of grammatical study dealing with sentence structure and word relations as established by usage" (Good, 1973, p. 579).

System 80--a learning machine which has pre-recorded lessons which students may use independently. A slide is inserted into the machine and questions are projected onto a screen. A recording gives the student direction. The student indicates his answer and the machine tells

the student whether he is right or wrong. If the student is incorrect, he will be directed to review material or complete additional work.

teacher--(1) a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private; . . . (3) a person who has completed a professional curriculum in a teacher education institution and whose training has been officially recognized by the award of an appropriate teaching certificate; . . . (Good, 1973, p. 586)

tutor--This term is used to refer to the Migrant Language Arts tutor. Tutors employed to teach ESL are usually paraprofessionals with at least a high school education and a knowledge of Spanish. ESL tutors instruct students in small groups with the guidance of a teacher, supervisor, or consultant.

tutorial teacher--The Migrant Language Arts Tutorial teacher is a certified teacher in reading, elementary or secondary; ESL; or foreign language. In some cases tutorial teachers supervise tutors.

Videotronic Super 8 Compact--a film loop projector with a built-in screen.

CHAPTER II

OVERVIEW OF RELATED LITERATURE

The researcher was unable to locate any information specifically about Migrant ESL programs. However, there was available information about Migrant Programs in general, Mexican-American and Mexican-American Migrant students, and English as a Second Language. Besides research, information was obtained through interviews and discussions with teachers and/or supervisors, students, and parents connected with the Florida, Texas, New York, New Jersey, Illinois, Ohio, and North Carolina migrant programs. Additional knowledge has been obtained through teaching experiences and observations.

Research in Migrant Education

Migrant education is a relatively new field of education. The Elementary and Secondary Education Act of 1965 provided a national education program for disadvantaged children. In November, 1966 this act (Title 1 of Public Law 89-10) was amended by Public Law 89-750 to include provisions for children of agricultural farm workers. In the Educational Amendments of 1974, Public Law 93-380 amended

Title I a second time to also include the children of migratory fishermen. In Public Law 89-750, provisions "that grant monies be used for interstate coordination of migratory education programs and projects, including the transmittal of children's school records," were made ("Oversight Hearing," p. 7).

As a result of these laws, various programs were developed in many states to provide services for migrant students. In 1967, 44 states participated in programs. In 1976, 48 states and Puerto Rico participated in programs ("Oversight Hearing," p. 7).

In 1968, a study began to determine a means of implementing Public Law 89-750. By 1969, the Migrant Student Record Transformation System (MSRTS) was being implemented; and by 1971, the MSRTS was in full operation. The MSRTS is a computerized system which transfers school and medical information about migrant students from one migrant center to another, throughout participating states and Puerto Rico. The MSRTS is headquartered in Little Rock, Arkansas. Information is stored in the computer system and can then be relayed to migrant personnel working with the students in individual schools. (A sample Migrant Student Record Form is presented in Appendix K.) The records are confidential and not available to the general public without legal consent. Such information is included as: Name, age, date of birth, parents' home base (permanent residence), school history, attendance, and pertinent test scores. Schools

receive some medical information but the majority of the medical record goes to the community health worker.

According to a report by the National Committee on the Education of Migrant Children made in 1974, there were many schools enrolled in the system although there were many problems listed. The Committee stated that the MSRTS:

> had been given first priority by state directors of migrant education. The System has been seen as providing answers to major problems facing migrant educators; so much so, that it has diverted efforts away from such essential programs as recruitment and staff development. ("The Uniform Migrant State Record Transfer System. A Position Paper," 1974, p. 110)

There are many problems with the System according to personnel working within migrant programs. Often information is not placed in the computer or incorrect data is entered. There are many instances, for example, when personnel enter the wrong surname for Mexican students because of the custom of placing the mother's surname following the father's surname. When the child is listed under his mother's maiden name, it can cause time to be lost in locating records. Other times, names are misspelled or the wrong birth date is given. These mistakes are troublesome, but can be corrected.

Several types of problems may occur in relation to the medical records which are placed on MSTRS. Sometimes health problems or abnormalities are listed, but no follow-up is made. Other times information concerning health records may not be relayed to local school personnel. Many times

records indicate a need for supplementary nutrition which many programs do not provide.

Many cases have occurred where children have entered a school and left before a health worker has begun to see to a child's needs; cases where the need for further medical examination or treatment were indicated on the MSTR. These problems may be due to a lack of personnel, programs, or too much paper work, but in every case it is the child who suffers!

Further, completing the paper work involved with the System, at times, appears more important to the Program than serving the needs of the children for which the System was developed. The MSTRS is, nevertheless, the basic communication system among programs throughout the United States and is a Program of significant proportion.

The MSRTS is only one of the programs which are based on the national program goals. States and regions develop individual programs based on these goals which follow:

NATIONAL PROGRAM GOALS

Goals for the national program have been developed. These are the foundation for the total operation of the migrant education activities. State objectives are developed with these goals in mind and local project activities lend their support to them. The national program goals are to:

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops. (Oliver, October, 1976, pp. 7-8)

States implement their individual programs following the national goals, but in relationship to the needs of the populations which they serve.

In the State Evaluation Report of 1976, there were 11,379 children served by migrant programs in North Carolina. Of this number, 8% were Spanish-speaking. During the 1975-1976 school year, 28% of the interstate migrants (see definition) served had home bases in Florida. During the summer of 1976, 39% of the interstate students were from Florida homebases (Oliver, Barbera, Oct., 1976).

Some of the recommendations of the North Carolina State Evaluation Report included suggestions for staff development workshops to improve staff competencies, more supportive services, and bilingual-bicultural programs, for Spanish-speaking children (Oliver, , Oct., 1976, pp. 62, 63, and 66). Other recommendations included developing more coordination with other programs and making maximum use of the MSRTS (Oliver, p. 67).

The State of Missouri reported having served 3,702 migrant students in 1976 (Davidson and others, 1976). Activities for the children included programs for pre-school, career development programs, basic skills development, a summer program, a tutorial program, and health services. There were workshops for personnel on record-keeping, materials, individualized instruction, career development, migrant education, and advisory councils. There was no mention of any programs for the Spanish-speaking students.

Texas reported having bilingual/bicultural migrant programs with at least 20 self-contained classrooms by 1975 (Texas Child Migrant Program, March, 1975).

Florida began its program in 1969. The Florida Migratory Child Compensatory Program State Evaluation Report for 1975 stated that three regions were being served: Regions I, II, and III. The four basic programs instituted throughout the state were the Early Childhood Learning Program, Language Arts, Learn and Earn, and Supportive Services. Early Childhood programs were described as preventative. Language Arts and Learn and Earn were described as programs for remediation. The Language Arts Program was reported as having Tutorial Criterion Reading and ESL components. There were a total of 58,841 identified migrant students within Florida, of which 19,455 were being served. Supportive Services reported a total of 24,872 individual services of which 13,853 were medical, 2,758 dental, 2,640 were enrollment, 1,033 attendance, 1,094 clothing, and 627 were listed as "other."

In the 1976-1977 school year, Florida continued with the same programs which were reported in 1975. All of the migrant programs in Florida and throughout the United States are supplementary in nature. The students are also entitled to all of the educational benefits available to all students. The Migrant Education Program is comparatively new and is still in developmental and evaluative stages in many

locations. ESL or Bilingual classes are the newest sections in most cases.

Research About Mexican-American Students

Experience and research reveal that the majority of the Spanish-speaking migrant children are Mexican or Mexican-American. According to a survey conducted in December of 1973, nearly 95% of the migrants identified were Mexican-Americans (Smith, 1975). There were 106,000 in the South, 215,000 in the West, 7,000 in the Northeast, and 11,000 in the North central part of the United States (Smith, 1975, p. 10). The Mexican-Americans over age 25, who were studied, averaged 4.5 years of education. Those from 14-25 years old averaged seven years. This was lower than both Anglos and Blacks, who averaged 8.9 years and eight years respectively (Smith, 1975, p. 14).

In a study of reading skills and concept usage of Mexican-American bilingual migrant students, 50% to 70% of the Mexican-American students were reported reading one half or more years below grade level (Caroline and others, 1975). Sotomayor (1975) reported that about half of the Chicanos starting school do not have working knowledge of English. He also stated that only four out of every 10 Mexican-American students in the Southwest completed high school (Sotomayor, 1975, p. 1).

In addition to the history of a low educational level which the Mexican-American children have, the migrant child has a history of shortened school terms interrupted by constant travel. There are three main "streams" which migrants follow within the United States:

1. from Texas; north and west through the North Central, Mountain, and Pacific Coast states the main stream travels until December;

2. A second stream flows from the Southeastern states into Florida, and later in the spring north through the East Coast states;

3. the third major stream starts in Southern California and moves northward through the Pacific Coast states. (Manhood, 1973, p. 752)

Migrant children are found not only traveling the three main streams with their families, but also, working within the streams. According to Roy O. Fuentes, "estimates of the number of working children of migratory laborers run as high as 300,000. Half of this number may work as regular contributors to the incomes of their families" (Fuentes, 1975, p. 5).

Fuentes further reports that according to a study conducted by Exotech Systems, Inc., "Evaluation of the Impact of ESEA Title I Programs for Migrant Workers," migrant students fall behind their peers in grade level and achievement, most markedly in the third and fourth grades; and that most migrant students drop out of school before the ninth grade (Fuentes, 1975, pp. 5 and 6).

There is a law, since 1974, which prohibits children under the age of 12 from working on farms any time, except

those owned or operated by their parents or with parental consent on farms which are not subject to minimum wages (reported in Dittman, 1976, p. 220). The problem is that this law is usually not enforced. Many students are absent daily, in order to work. The need to help support their family is so great that often the children must miss school in order to help pay necessary expenditures for items such as food and clothing. In speaking with Mexican-American children, many want an education but realize the primary need of the family unit comes first. Many times students have missed class to help pay for shoes, clothing, rent, food, medical expenses, etc. Some students will miss school routinely once or twice a week. Sometimes older siblings (fourth, fifth, and sixth grades) take turns working so that they can help their parents and still come to school on a semi-regular basis. This permits the younger members of the family to attend school daily. There are, of course, some cases in which migrant children have perfect attendance records in school. This seems, from experience, however, to be the exception rather than the rule.

There have been other instances in which children did not attend school because they were babysitting for younger brothers or sisters; or because a member of the family was ill; or because they did not have clothes to wear. One family was taking turns coming to school until it was realized that they were sharing one pair of shoes; and shoes were given to all of the children in the family. In a

report before the Subcommittee on Agricultural Labor of the Commission on Education and Labor, House of Representatives, Mr. Rudolph Arredondo stated that from his experience as a migrant, the child labor provisions were not being enforced (To Authorize a Limited Waiver . . ., 1975).

Another characteristic of the Mexican-American migrant children is that there is often a need for nutritional supplements in their diet. Accordingly, many programs have been enacted to alleviate the problem. In one program in Texas (Lason, 1973) a study was conducted of the food served in the Mexican-American migrant home; dietary needs were determined; and parents were instructed on a one to one basis on enriching the family food plans to increase nutritional values. Mexican-American children in the study showed signs of vitamin D and iron deficiency, high serum cholesterol levels, low blood thiamine or riboflavin levels and low blood folic acid levels. There is a reported need for special nutritional supplementary programs for low-income migrant children in general, and Mexican-American children in particular ("Migrant Children's Nutrition," 1972).

Mexican-American children were found to be "field sensitive" in a study conducted by Manuel Ramírez III and Douglas Price-Williams (New Approaches to Bilingual-Bicultural Education, 1974). "Field sensitive persons tend to organize their perceptions and experiences in terms of wholes or totalities" (New Approaches, p. 39). According to

Castillo and Cruz, Jr., this means that these children "respond better when educational material has human content and is characterized by fantasy, humor, and cooperativeness" (Castillo, & Cruz, 1974, p. 342).

To summarize, Mexican-American migrant children are mobile and have less education than Anglo and Black students. They often miss school due to travel, work, or to help at home. Further, Mexican-American children have educational, health, social, and nutritional needs beyond that of regular students.

Research in ESL

English as a Second Language is not a new concept. As early as the 1920's, programs were initiated for Spanish-speaking students that proved successful (Carter, 1970, p. 154). In Texas during the late 1950's, the League of Latin American Citizens established the "Little Schools of 400" which were named for the 400-word basic vocabulary which was taught (Carter, 1970, p. 154). These programs proved to upgrade the achievement of preschool children. Programs in ESL exist throughout the United States. The teaching of ESL is a recognized teaching profession which has its own international organization, Teachers of English to Speakers of Other Languages (TESOL).

Even as late as 1966, however, the Texas Education Agency labeled an ESL program in the Pharr-San Juan-Alamo

Independent School District as innovative (Texas Education Agency cited in Carter, pp. 163-164).

In 1974, the landmark Supreme Court Case of Lau vs. Nichols stated that a remedy be provided for non-English speaking Chinese students who were receiving unequal educational opportunities. No specific requirements were made. However, two suggestions were given. One suggestion was to teach English to the students. The other was to teach students in their native language (Law Week, January, 1974). As a result of this decision, many ESL and/or bilingual programs have been begun or intensified in recent years. School districts throughout the United States that have been found to be in non-compliance with the Lau Decision have been designated as "Lau Districts" and have implemented or are currently implementing programs. Any district which does not comply with the decision can lose all federal school funding.

Some of the Lau districts in Florida include Broward, Dade, Hillsborough, Monroe, Orange and Palm Beach counties. Migratory Compensatory Education has been providing ESL and bilingual programs in many districts throughout the country, including Florida, since 1966. It must be remembered however, that migrant programs are supplementary to the basic school system. The Migrant Program may supplement individual Lau Districts, but may not provide the total remedy.

Programs in ESL are not restricted to elementary level. There are ESL classes for junior and senior high students,

college students, and adults also. All of these ESL programs are usually initiated with the purpose of aiding the student in the process of acquiring English language skills pertinent to his needs. ESL Programs should give priority to:

> (1) all the sounds and the entire phonemic system; (2) the basic word-order structures; (3) the function words; (4) the inflections which are most frequent; (5) the vocabulary which (a) will help the students practice structures; (b) is useful in the pupils' immediate lives and environment; and (c) will strengthen their conviction that English can be used to express the same ideas they express in their native tongue. (Finocchiaro, 1974, p. 38)

In order to develop programs that meet these priorities, it is important to employ personnel who are well qualified in the field. As early as 1946, the 1st Regional Conference on the Education of Spanish-speaking people in the Southwest, asked for improved teacher training and increased efficiency in teaching English. Again in 1964, the Orange County Conference on the Education of Spanish-speaking children and youth asked for improved teacher training (Carter, 1970, pp. 12, 13).

There are very few ESL teacher training programs throughout the United States and very few states have certification for ESL. According to Albert Marckwordt, a recognized proponent of ESL from Princeton University, the following eight guidelines were recommended and adopted by TESOL as essential in teacher preparation:

> 1. The teacher of English as a second language should have personal qualities which contribute to his success as a classroom teacher, which will insure understanding

and respect for the students and their cultural setting, and which will tend to make him a perceptive and involved member of his community.

2. The teacher of English as a second language should demonstrate proficiency in spoken and written English to a level commensurate with his role as a language model. His command of the language should combine the qualities of accuracy and fluency; his experience of it should include a wide acquaintance with writings in it.

3. The teacher of English as a second language should understand the nature of language, the fact of language varieties--social, regional, and functional--the structure and development of English language systems and their relations to the culture of English-speaking peoples.

4. The teacher of English as a second language should have had the experience of the learning of another language and a knowledge of its structure, and be provided with a conscious awareness of another cultural system related, if possible, to the population with which he is working.

5. The teacher of English as a second language should have a knowledge of the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels.

6. The teacher of English as a second language should have an understanding of the principles of language pedagogy and the demonstrated ability to apply these principles as needed to various classroom situations and materials.

7. The teacher of English as a second language should have an understanding of the principles and knowledge of the techniques of second language assessment and interpretation of the results.

8. The teacher of English as a second language should have a sophisticated awareness and understanding of the factors which contribute to the life styles of various peoples, demonstrating both their uniqueness and interrelationships in a pluralistic society. (Marckwardt, 1970, p. 14)

The preceding guidelines are meant to be developed by ESL teachers in addition to the same general academic preparation which other teachers obtain in order to teach at

comparable levels. Therefore, a teacher of elementary ESL classes should have a background in language arts on the elementary level and a teacher of secondary ESL should have a background as an English major.

As previously stated, in many areas, it is not possible for ESL teachers to obtain course work in ESL. It is therefore suggested that teachers read and study as much as possible about ESL, language, and linguistics (see Appendix M for some suggested sources). Further, ESL teachers would benefit from reading professional journals and newsletters, and from attending related workshops whenever possible.

CHAPTER III

PROCEDURES

Research Design

This study was limited to Regional Directors, ESL teachers, and ESL tutors employed within the FMCCP.

In order to conduct a survey of the population, it was necessary to create instruments which could be used to obtain both factual and subjective data. The instruments chosen for the survey were open-ended questionnaires.

Survey I was a screening device designed to obtain information on the regional level as to existing ESL programs, the number of students within regions, materials developed on the regional level, and the identification of ESL teachers and tutors within each region. Survey II was designed to obtain information on programs; numbers of students, materials, equipment, methods, problems, needs, conflicts, and qualifications of teachers.

The first survey was sent to the five Regional Directors for the State of Florida. The second survey was sent to teachers and tutors employed within the FMCCP as identified from the first survey.

Research Device

As no similar survey instruments were located in any research for the purposes of obtaining information on ESL programs of any type; the researcher designed the two instruments which were used to conduct the study. The surveys were examined by educators from the university including: an English education professor, a professor of foreign language education, a professor of educational research and statistics, a supervisor of a Migrant Language Arts program, as well as the five Regional Directors of the FMCCP. Further, personnel working with migrant children within the local school system reviewed both surveys. The surveys were printed in the style which is presented in Appendices B and C. The cover letter enclosed in all surveys is presented in Appendix A.

The five Regional Directors and the total population of ESL teachers and tutors were surveyed.

The Director of Region I indicated that no migrant children have been identified nor are there any migrant programs (see Appendix F). The Region II Director sent a letter relating that his region was in the process of identifying migrants and could not respond to the survey at that time (see Appendix G). The Directors of Regions III, IV, and V of the FMCCP all responded to the entire survey and also included a list of ESL teachers and tutors with

school addresses. There were a total of 60 names and addresses included in the responses.

The second survey and cover letter were then sent to every person listed. The survey was sent with a self-addressed, stamped envelope included as had also been done in Survey I. Of the 60 persons to whom Survey II was sent, one position was not filled, and one position had been filled by a new teacher. There were, then, 59 ESL teachers within the FMCCP. Thirty-three positions were filled by ESL tutors and 26 positions were filled by teachers.

After approximately two weeks, post cards were sent as reminders to those who had not responded. After approximately two more weeks, a call was made to Dr. Thomas J. Moffet who kindly called the other two Regions to ask them to remind their personnel to return the surveys. As a result of the reminders, 26 tutors and 22 teachers returned completed surveys for an 81.4% total return. There was an 84.6% return of possible teacher responses and a 78.8% return of tutor responses. Table 1 illustrates the number of responses to both surveys.

Collection Procedures

After all surveys of the Regional Directors had been returned, data was reviewed and compared; the names and addresses of teachers and tutors were collected; and the second survey was sent out.

Table 1

Percentage of Responses

Category of Respondents	Number of Questionnaires Sent	Number of Responses	% of Responses
Regional Directors	5	5	100
Teachers	26	22	84.6
Tutors	33	26	78.8
Total of Teachers & Tutors	59	48	81.4

When all of the second surveys were collected, they were separated into two groups: teachers' responses and tutors' responses. The teachers' responses were then labeled by numbers and the tutors' responses were labeled with alphabetical letters for the purpose of anonymity.

Analysis Procedures

Survey I was analyzed by a comparison of the responses. Following the identification of Survey II responses by numbers and letters, the data was compiled in three ways. First the percentage of questionnaires returned by teachers was tabulated. Next, the percentage of tutors' responses was calculated. Thirdly, the total of the responses was tabulated.

CHAPTER IV

ANALYSIS OF DATA

The following tables and discussion are presented as an indication of the Migratory ESL Programs within the State of Florida. Both Surveys I and II are discussed in detail. Percentages in Survey II are rounded off to the nearest tenth.

Results of Survey I

As stated earlier, Survey I was completed by all regions within the FMCCP. Table 2 indicates that four surveys were completed by Regional Directors and one was completed by the Bilingual Consultant. Table 3 reveals the counties which are included in each region of the Florida Migratory Compensatory Child Program. Region I includes 16 counties; Region II contains 17 counties; Region III serves 11 counties; Region IV has 7 counties; and Region V serves 8 counties. Illustration 1 gives a visual picture of the five regions. The headquarters of each region is also cited in the illustration.

The response to question two gives a basis for the remainder of Survey I. The question asked was, "How many

REGION I
LLAHASSEE
SANTA ROSA
OKALOOSA
WALTON
HOLMES
WASHINGTON
JACKSON
BAY
CALHOUN
GULF
FRANKLIN
GADSDEN
LEON
WAKULLA
LIBERTY
JEFFERSON
TAYLOR
REGION II
GAINESVILLE
MADISON
HAMILTON
SUWANNEE
LAFAYETTE
COLUMBIA
BAKER
NASSAU
DUVAL
UNION
BRADFORD
CLAY
ST. JOHNS
DIXIE
GILCHRIST
ALACHUA
PUTNAM
FLAGLER
LEVY
MARION
REGION III
ORLANDO
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
HERNANDO
ORANGE
BREVARD
PASCO
OSCEOLA
PINELLAS
HILLSBOROUGH
POLK
INDIAN RIVER
REGION IV
SARASOTA
MANATEE
HARDEE
OKEECHOBEE
ST. LUCIE
HIGHLANDS
SARASOTA
DE SOTO
MARTIN
CHARLOTTE
REGION V
FT. LAUDERDALE
MONROE

elementary migrant children are located in your region annually?" The Region I response was as follows:

> We have never done a survey and we have no migrant programs in Region I.

The response given by Region II was:

> the Region II Migrant Project is in the developmental stage. We are currently identifying migrant families to determine programs for FY 77-78.

Table 2

Position of Person Completing Survey I

Position	Number	Percentage
Regional Director	4	80
Bilingual Consultant	1	20
Total	5	100

Thus there are no Migrant Programs of any kind in the 16 counties of Region I. At present, there are also no Programs in Region II. Regions III, IV, and V have identified a total of 25,652 children as shown in Table 4. Of the 25,652 children identified, 5,761 are identified as Spanish-speaking (Table 5). This is an approximate total for Regions IV and V. Region III stated that this information was not available. Therefore, it is probable that this would be the minimum number of Spanish-speaking migrant children within the state.

Table 3

Florida Counties Served

	Region I	Region II	Region III	Region IV	Region V
	Bay	Alachua	Brevard	Hardee	Broward
	Calhoun	Baker	Indian River	Highlands	Collier
	Escambia	Bradford	Lake	Hillsborough	Dade
	Franklin	Citrus	Martin	Manatee	Glades
	Gadsen	Clay	Okeechobee	Pasco	Hendry
	Gulf	Columbia	Orange	Polk	Lee
	Holmes	Dixie	St. Johns	Sarasota	Monroe
	Jackson	Duval	St. Lucie		Palm Beach
	Jefferson	Gilchrist	Seminole		
	Leon	Hamilton	Sumter		
	Liberty	Lafayette	Volusia		
	Santa Rosa	Levy			
	Taylor	Madison			
	Wakulla	Marion			
	Walton	Nassau			
	Washington	Suwannee			
		Union			
Total	16	17	11	7	8

Table 4

Elementary Migrant Children Located in Each Region Annually

Region	Number of Migrant Children
I	Data Not Available
II	Data Not Available
III	12,327
IV	5,500
V	7,825
Total	25,652

Table 5

Spanish-Speaking Elementary Migrant Children Located in Each Region

Region	Number of Spanish-Speaking Migrant Children
I	Data Not Available
II	Data Not Available
III	Data Not Available
IV	Approximately 1,833
V	3,928
Total	5,761

The Language Arts Program of the FMCCP is the program which serves all elementary migrant students within the three active regions (Table 6) There are 15,033 migrant students on the elementary level which are provided services by the Language Arts Program in Florida (Table 7). Of the 15,033 students served, 5,761 or 38.3% are Spanish speaking (Table 8). The number of Spanish-speaking children attending migratory ESL classes was reported by the regions as 2,252 (Table 9) or 15% of the total Spanish-speaking migrant population. (The teachers reported serving between 3,375 and 7,200 Spanish-speaking students as reported in Table 17b).

Sixty schools are served within the State by ESL teachers from the FMCCP (Table 10). Region IV serves the largest number of schools which is 24. Region III serves 15 schools, and Region V has ESL components in 21 schools. Some of the schools have tutor and/or teachers, but all have

Table 6

Programs Provided for Elementary Migrant Children

Region	Program
I	None
II	None
III	Language Arts
IV	Language Arts
V	Language Arts

Table 7

Number of Elementary Migrant Children Served by Each Region

Region	Number of Migrant Children
I	None
II	None
III	2,508
IV	4,700
V	7,825
Total	15,033

Table 8

Number of Spanish-Speaking Migrant Children Served by Each Region

Region	Number of Spanish-Speaking Children
I	None
II	None
III	Data Not Available
IV	1,833
V	3,928
Total	5,761

Table 9

Number of Spanish-Speaking Children Who Attend ESL Classes in Each Region

Region	Number of Spanish-Speaking Children
I	None
II	None
III	442
IV	700
V	1,100
Total	2,252

Table 10

Number of Schools Served by ESL Teachers in Each Region

Region	Number of Schools Served
I	None
II	None
III	15
IV	24
V	21
Total	60

ESL programs. It is interesting to note that Region IV reported serving 24 schools with only four ESL teachers, while Region III stated that 15 schools are served by 12 teachers, and Region V revealed that 21 schools are staffed with 37 ESL personnel (Table 11). According to the lists of personnel included in the Regions' responses however, the total is somewhat different. There are, in reality, 11 ESL

teachers and one ESL tutor in Region III. There are 12 ESL teachers in Region IV and Region V has four ESL teachers and 32 ESL tutors. One position in Region V was not filled when the survey was completed.

Table 11

Number of ESL Teachers Located in Each Region

Region	Number of ESL Teachers
I	None
II	None
III	12*
IV	4
V	37*
Total	53

*Includes ESL Tutors

When asked if special programs and/or materials have been developed by their region for the Spanish-speaking migrant children, Regions III and IV responded affirmatively although no descriptions were given (Table 12). The reply given by Region IV was:

> Many of our teachers and tutors have developed games and activities to assist students in assimilating the sounds, vocabulary, and structures of English.

Region III did not list or describe any materials or games although the purpose of the ESL program in Region III was described. It was also stated that Olé by Dr. Nicholas J. Silvaroli was adopted "to determine needs and chart growth and development" (see Appendix J).

Table 12

Have Special Programs and/or Materials Been Developed by Each Region for Spanish-Speaking Migrant Children?

Region	Response (Yes or No)
I	No
II	No
III	Yes
IV	Yes
V	No

Olé is an oral language evaluation by which the teacher can determine the level and difficulties of structure of the language which a student produces in response to visual stimuli (e.g., a picture of a classroom, park, zoo, or family situation). The teacher records the students' individual responses on tape and later analyzes the structure. This gives the teacher an indication of the student's ability to communicate extemporaneously in English. The evaluation does not test listening, reading, or writing skills.

Results of Survey II

Table 13 lists the age of the respondents in five to ten year groupings. Only 18.2% of the teachers were 20 to 25 years of age, while 50% of the tutors were from this age group. The largest group of teachers, 31.8% fell in the 26 to 30 years age range. Only 11.5% of the tutors were 26 to 30 years old. The percentage of teachers and tutors in the 31 to 40 years old span were approximately the same; 18.2%

for the teachers and 19.2% for the tutors. Again, 18.2% of the teachers came under the 41 to 50 years of age bracket. Only 3.8% of the tutors were 41 to 50 years old. There was one teacher, 4.5%, who was 51-60 years old, although no tutors gave their age as such. There were a total of six respondents who did not give their ages, two teachers and four tutors.

Table 13

Age of Respondents

Response	Teachers		Tutors		Total	
	Number	%	Number	%	Number	%
20-25	4	18.2	13	50.0	17	35.4
26-30	7	31.8	3	11.5	10	20.8
31-40	4	18.2	5	19.2	9	18.8
41-50	4	18.2	1	3.8	5	10.4
51-60	1	4.5	0	0.0	1	2.0
No Response	2	9.1	4	15.4	6	12.5
Total	22	100.0	26	99.9	48	99.9

The percentages of male and female respondents were similar for both teachers and tutors. There were only three male teachers and only three male tutors who responded to the questionnaire. There were 19 female teachers and 23 female tutors who responded (Table 14). Overwhelmingly, the number of women employed as ESL teachers and tutors in the FMCCP is far greater than the number of men employed in such positions. Of the 11 teachers and tutors who did not respond to the survey, only two were men. Thus, of the 59

teachers and tutors employed within the FMCCP to teach ESL, only eight are men.

Table 14

Sex of Respondents

Response	Teachers		Tutors		Total	
	Number	%	Number	%	Number	%
Male	3	13.6	3	11.5	6	12.5
Female	19	86.4	23	88.5	42	87.5
Total	22	1C0.0	26	100.0	48	100.0

As indicated by Table 15, all 26 tutors reported serving one school each. Fourteen teachers also reported working at one school each. However, four teachers reported serving two schools each, three teachers each reported serving three schools, and one teacher reported serving five schools. This would indicate that eight teachers are itinerant.

Table 15

Number of Schools Served by Each Respondent

Response	Teachers		Tutors		Total	
	Number	%	Number	%	Number	%
1	14	63.6	26	100	40	83.3
2	4	18.2	0	0	4	8.3
3	3	13.6	0	0	3	6.3
4	0	0.0	0	0	0	0.0
5	1	4.5	0	0	1	2.0
Total	22	99.9	26	100	48	99.9

The number of Spanish-speaking migrant students attending schools served by Florida Migratory ESL Programs as reported by the teachers and tutors is given in Table 16. Six persons reported enrollments of 1 to 50 students. Five teachers and tutors listed 101 to 150 students and seven persons listed 151 to 200. Only two teachers and two tutors stated that 201 to 250 Spanish-speaking students were enrolled in their schools. There were, however, seven respondents who reported 251 to 300 students; and 10 teachers and tutors stated that there were more than 300 students at their schools. It must be kept in mind that some of these teachers and tutors teach at the same schools. Therefore, the figures would appear to be larger than they are in actuality.

Table 16

Number of Spanish-Speaking Students Attending Schools Served by ESL Programs as Reported by Respondents

Number of Students	Teachers		Tutors		Total	
	Number	%	Number	%	Number	%
1- 50	2	9.1	4	15.4	6	12.5
51-100	7	31.8	2	7.7	9	18.8
101-150	3	13.6	2	7.7	5	10.4
151-200	1	4.5	6	23.1	7	14.6
201-250	2	9.1	2	7.7	4	8.3
251-300	3	13.6	4	15.4	7	14.6
More Than 300	4	18.2	6	23.1	10	20.8
Total	22	99.2	26	100.1	48	100.0

The actual number of Spanish-speaking children served annually by individual tutors and teachers is presented in Table 17a. The majority of tutors, 88.5%, served 11 to 20 or 21 to 30 students each. Only 10% of the teachers serve that amount of students. Ninety percent of the teachers serve between 31 and 100 students. Six teachers reported teaching more than 100 children in a year.

Table 17a

Number of Spanish-Speaking Migrant Students Served Annually by Individual Teachers and Tutors

Number of Students	Teachers		Tutors		Total	
	Number	%	Number	%	Number	%
1- 10	0	0.0	1	3.8	1	2.0
11- 20	1	4.5	10	38.5	11	22.9
21- 30	1	4.5	13	50.0	14	29.2
31- 40	4	18.2	0	0.0	4	8.3
41- 50	3	13.6	0	0.0	3	6.3
51- 60	4	18.2	0	0.0	4	8.3
61-100	3	13.6	2	7.7	5	10.4
+100	6	27.3	0	0.0	6	12.5
Total	22	99.9	26	100.0	48	99.9

In order to compare the number of Spanish-speaking students served annually with the number of Spanish-speaking students who could be served, Table 17b was devised. Information from teachers and tutors at the same schools was compiled so as not to report more children or schools than actually served. In the first column the number of tutors and/or teachers is listed. The second column lists the

Table 17b

Number of Spanish-Speaking Students Served Annually as Compared to the Number of Spanish-Speaking Students Who Could Be Served

Respondents		Annual Reported Spanish-Speaking Population	No. of Students Being Served by Individual Teachers/Tutors		Total Students Served	% of Possible Students Served
No. of Teachers and/or Tutors	No. of Schools		Number of Teachers	Number of Students		
4	1	+300	4	21-30	84-120	40.0
2	1	+300	2	61-100	122-200	66.7
3	1	251-300	1, 2	61-100, 21-30	103-160	53.3
2	1	251-300	1, 1	11-20, 21-30	32-50	16.7
5	1	151-200	1, 3, 1	1-10, 11-20, 21-30	55-100	50.0
2	1	151-200	2	11-20	22-40	20.0
2	1	51-100	1, 1	31-40, 41-50	72-90	90.0
2	1	201-250	2	21-30	42-60	24.0
1	2	+300	1	+100	+100	33.3
1	1	+300	1	+100	+100	33.3
1	3	+300	1	+100	+100	33.3
1	5	+300	1	+100	+100	33.3
1	1	251-300	1	41-50	41-50	16.6
1	1	251-300	1	+100	+100	33.3
1	2	201-250	1	61-100	61-100	40.0
1	3	201-250	1	51-60	51-60	24.0
1	1	151-200	1	51-60	61-60	30.0
1	1	101-150	1	31-40	31-40	26.7
1	3	101-150	1	+100	+100	66.7
1	1	101-150	1	11-20	11-20	13.3
1	1	101-150	1	21-30	21-30	20.0
1	1	51-100	1	11-20	11-20	20.0
1	1	51-100	1	61-100	61-100	100.0
1	1	51-100	1	41-50	41-50	50.0

Table 17b (Continued)

Respondents		Annual Reported Spanish-Speaking Population	No. of Students Being Served by Individual Teachers/Tutors		Total Students Served	% of Possible Students Served
No. of Teachers and/or Tutors	No. of Schools		Number of Teachers	Number of Students		
1	1	51-100	1	21-30	21-30	30.0
1	3	51-100	1	51-60	51-60	60.0
1	1	51-100	1	51-60	51-60	60.0
1	1	1-50	1	21-30	21-30	60.0
1	1	1-50	1	21-30	21-30	60.0
1	1	1-50	1	21-30	21-30	60.0
1	1	1-50	1	11-20	11-20	40.0
1	1	1-50	1	31-40	31-40	80.0
1	2	1-50	1	31-40	31-40	80.0
1	1	1-50	1	11-20	11-20	40.0
Total 48	49	3375-7200	48	1782-2310	1782-2310	

number of schools served by those listed in column one. The following column indicates the annual reported Spanish-speaking student population for each group. The fourth column relates the number of students being taught by each teacher or tutor at every locale. The next column gives the range of the total number of students served. (This must be a range as the respondents did not report the exact number.) The final column gives the percentage of the possible number of students who are served. The percentage was obtained by dividing the largest number from the third column into the largest number in the fifth column. For example, if a school reported an annual Spanish-speaking student population of 101 to 150, and serves 31 to 40; the percentage of possible students served is 26.7% (40 divided by 150 = 26.7%).

Table 17c shows the range of percentages of the possible amount of Spanish-speaking migrant students being served in the state. The total of students served annually in all three regions is between 1,782 and 2,310 students as compared to a total annual reported population of between 3,375 and 7,200 students. Therefore, between 24.8% and 68.4% of the annual reported Spanish-speaking student population is being served statewide.

Even by utilizing the largest number from the range of the amount of students served, at 22 schools 50% or less of the Spanish-speaking student population is being served. Eight schools serve between 51% and 70%, three schools serve

between 80% and 90%, and only one teacher (at one school) serves 100% of the students.

Table 17c

Possible Percentage of Total Spanish-Speaking Migrant Students Served by Migratory ESL Programs

Reported Populations Divided by Reported Total Population Served	Percentage
1. The highest number of students possibly served divided by the lowest annual reported population (2310 ÷ 3375)	68.4
2. The highest number of students possibly served divided by the highest annual reported population (2310 ÷ 7200)	32.1
3. The lowest number of students possibly served divided by the highest annual reported population (1782 ÷ 7200)	24.8
4. The lowest number of students possibly served divided by the lowest annual reported population (1782 ÷ 3375)	52.8

There is a wide range of populations served. In some cases two, three, or more teachers and/or tutors serve schools with smaller populations than in other locations where one teacher or tutor is employed. Further, some teachers or tutors serve more than one school which must involve travel time each day. This would have to be the case, because all personnel have indicated that they work with their students five days per week (Table 18).

None of the ESL teachers reported spending less than 16 minutes per day with each child, although eight tutors

reported doing so. Nine teachers and three tutors spend between 26 and 35 minutes daily with each child. Seven teachers and four tutors reported spending between 36 and 45 minutes per day with each child. Only three teachers and ten tutors reported working with each student between 46 and 60 minutes a day. No one reported working with students more than 60 minutes daily. It would seem, according to Table 19 therefore, that no dependent students are receiving the amount of ESL sessions suggested in the Project Summary guidelines (Appendix E).

Table 18

Number of Days Per Week That Teachers and/or Tutors Work with Each Child

Response	Teachers		Tutors		Total	
	Number	%	Number	%	Number	%
5 Days	22	100	26	100	48	100
	22	100	26	100	48	100

Apparently, the size of ESL groups is not a great problem for personnel. Only two teachers reported having average groups of seven to ten children. There were 30 teachers and tutors who reported average size groups of four to six students. Sixteen respondents reported having the ideal size groups of from one to three students (Table 20).

There were numerous programs and materials listed by teachers and tutors as indicated in Table 21. Teacher-made materials were reported in use by far more teachers and

Table 19

Number of Minutes Spent With Each Child Per Day

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
1-15	0	0.0	8	30.8	8	16.7
16-25	3	13.6	1	3.8	4	8.3
26-35	9	40.9	3	11.5	12	25.0
36-45	7	31.8	4	15.4	11	22.9
46-60	3	13.6	10	38.5	13	27.1
61-90	0	0.0	0	0.0	0	0.0
+90	0	0.0	0	0.0	0	0.0
	22	99.9	26	100.0	48	100.0

Table 20

Average Size of ESL Groups

No. of Children	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
1 child	1	4.5	0	0.0	1	2.0
2-3	8	36.4	7	26.9	15	31.3
4-6	11	50.0	19	73.1	30	62.5
7-10	2	9.1	0	0.0	2	4.2
11-15	0	0.0	0	0.0	0	0.0
16-20	0	0.0	0	0.0	0	0.0
+20	0	0.0	0	0.0	0	0.0

Table 21

Major Programs and/or Materials

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
H200 Series	13	59.1	5	19.2	18	37.5
Miami Linguistic Readers	9	40.9	0	0.0	9	18.8
Teaching English Early	3	13.6	5	19.2	8	16.7
English Around the World	6	27.3	3	11.5	9	18.8
Let's Learn Language	10	45.5	8	30.8	18	37.5
Welcome to English	3	13.6	0	0.0	3	6.3
Grolier Creative Reading Program	4	18.2	0	0.0	4	8.3
Peabody Language Development Kits	15	68.2	12	46.2	27	56.3
First Experiences with Consonants and Vowels	3	13.6	0	0.0	3	6.3
Teacher Made Materials	18	81.8	17	65.4	35	72.9
Others:						
New Horizons	2	9.1	6	23.1	8	16.7
English 900	0	0.0	2	7.7	2	4.2
The Ginn Word Enrichment Program	0	0.0	1	3.8	1	2.0
The Magic of English	0	0.0	3	11.5	3	6.3
Let's Speak English	0	0.0	1	3.8	1	2.0
Phonics is Fun	0	0.0	1	3.8	1	2.0
Developmental Learning Materials	4	18.2	0	0.0	4	8.3
Lado English Series	2	9.1	0	0.0	2	4.2
Puppets	4	18.2	0	0.0	4	8.3
Core English	2	9.1	0	0.0	2	4.2

Table 21 (Continued)

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
New Horizons in English	2	9.1	0	0.0	2	4.2
Bank Street Kits	2	9.1	0	0.0	2	4.2
Flannel Board	3	13.6	0	0.0	3	6.3
Puzzles	2	9.1	0	0.0	2	4.2
Oral English (Economy)	1	4.5	0	0.0	1	2.0
Basic Steps to English	1	4.5	0	0.0	1	2.0
Merrill Linguistic Readers	1	4.5	0	0.0	1	2.0
Bowmar Filmstrips	1	4.5	0	0.0	1	2.0
Bowmar Beginning Fluency in English	1	4.5	0	0.0	1	2.0
Aero Learning Labs	1	4.5	0	0.0	1	2.0
Dolch Popper Words	1	4.5	0	0.0	1	2.0
The Creative Reading Program	1	4.5	0	0.0	1	2.0
The First Talking Alphabet	1	4.5	0	0.0	1	2.0
Bilingual Sights & Sounds	1	4.5	0	0.0	1	2.0
Quiero Saber	1	4.5	0	0.0	1	2.0
Bell Linholm Pair Word Reading Cards	1	4.5	0	0.0	1	2.0
Phonics Games	3	13.6	0	0.0	3	6.3
The Magic of English	1	4.5	0	0.0	1	2.0
Dixon English Series	1	4.5	0	0.0	1	2.0
Picture Files	1	4.5	0	0.0	1	2.0
Troll	1	4.5	0	0.0	1	2.0
Stuffed Animal Toys	2	9.1	0	0.0	2	4.2
Fisher Price/ Educational Toys	2	9.1	0	0.0	2	4.2

tutors than any other materials or programs. Thirty-five teachers and tutors reported making some of their own materials. Eighteen teachers and tutors use the H200 Series (Rock Curriculum) and Let's Learn Language. Twenty-seven respondents use Peabody Language Development Kits. Nine teachers stated that they employ the Miami Linguistic Readers series and six teachers and three tutors utilize English Around the World. Three teachers and five tutors use Teaching English Early. There were a variety of other materials reported by teachers and tutors which are listed in total within Table 21. The fact that flannel boards, puzzles, puppets and other such materials were not listed separately on the survey may be the reason that there were few teachers and tutors who reported using them. All of the materials listed under the heading "others," were written in by the respondents themselves. There were five items listed by tutors but not by teachers. There were, however, 27 items which teachers listed and tutors did not list.

Tape recorders, record players, Language Masters, filmstrip projectors, and movie projectors were reported in use by many of the teachers and tutors as can be seen in Table 22. Other equipment of various types was also reported. No respondent reported not using at least one piece of audio-visual equipment. In fact, most reported using several items of equipment.

Table 22

Equipment Used

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Record Player	21	95.5	24	92.3	45	93.8
Tape Recorder	21	95.5	26	100.0	47	97.9
Filmstrip Projector	21	95.5	22	84.6	43	89.6
Television	2	9.1	1	3.8	3	6.3
Movie Camera	1	4.5	0	0.0	1	2.0
Language Master	21	95.5	23	88.5	44	91.7
Movie Projector	16	72.7	17	65.4	33	68.8
Slide Projector	6	27.3	1	3.8	7	14.6
Camera (Still)	6	27.3	0	0.0	6	12.5
Musical Instruments	4	18.2	0	0.0	4	8.3
Others:						
System 80	3	13.6	6	23.1	9	18.8
Television Camera	0	0.0	4	15.4	4	8.3
Dukane Filmstrip Projector	0	0.0	2	7.7	2	4.2
Videotronic Super 8 Compact	1	4.5	1	3.8	2	4.2
Hoffman Viewer	2	9.1	0	0.0	2	4.2
Controlled Reader	1	4.5	0	0.0	1	2.0

Table 23 is interesting. The teachers and tutors were asked to indicate the emphasis which they place on the four basic skills: listening, speaking, reading, and writing. The most emphasized skill was to be labeled with the number one, the next with a two, the third with a three, and the least emphasized with the number four. Twenty-three of the teachers and tutors listed the skills in the order suggested by most ESL and foreign language methodological courses and

texts which is listening, speaking, reading, and writing. However, nine persons listed speaking ahead of listening and seven listed writing ahead of reading. Nearly every other combination of skills was listed as is observable in the table.

Table 23

Emphasis Placed on the Four Skills*

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
LSRW	13	59.1	10	38.5	23	47.9
LSWR	2	9.1	5	19.2	7	14.6
LRSW	0	0.0	1	3.8	1	2.0
SLRW	5	22.7	4	15.4	9	18.8
SLWR	1	4.5	2	7.7	3	6.3
SRLW	1	4.5	1	3.8	2	4.2
RLSW	0	0.0	1	3.8	1	2.0
No Response	0	0.0	2	7.7	2	4.2
	22	99.9	26	99.9	48	100.0

*L = Listening S = Speaking
R = Reading W = Writing

Materials was listed as the greatest need by tutors in Table 24. Only three teachers said that materials was their greatest need. Perhaps this is why so many more materials were listed by teachers than by tutors as indicated in Table 21. Nine teachers and four tutors indicated that their greatest need is a classroom facility. Social services (the fourth component of the FMCCP) was listed as the greatest need by seven persons. The need for more personnel was

listed in various ways by three teachers. Coordination between ESL programs was listed by one teacher; and coordination between ESL and classroom teachers was listed by another teacher.

Table 24

Greatest Need

Response	Teachers		Tutors		Tutors	
	No.	%	No.	%	No.	%
Equipment	0	0.0	1	3.8	1	2.0
Materials	3	13.6	14	53.8	17	35.4
Classroom Facility	9	40.9	4	15.4	13	27.1
Social Services	2	9.1	5	19.2	7	14.6
Others:						
More Tutors	1	4.5	0	0.0	1	2.0
An Aide	1	4.5	0	0.0	1	2.0
Tutors with a Facility in Spanish ESL Training	1	4.5	0	0.0	1	2.0
Transferable Coordination Between ESL Programs	1	4.5	0	0.0	1	2.0
Coordination Between ESL and Classroom Teachers	1	4.5	0	0.0	1	2.0
No Response	2	9.1	2	7.7	4	8.3
	22	99.7	26	99.9	48	99.4

Problems that hinder the ESL program are listed in Table 25. Respondents were directed to circle as many answers as they thought necessary. The problem indicated

Table 25

Problems that Hinder the ESL Program

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Teachers' Attitudes	4	18.2	8	30.8	12	25.0
Students' Attitudes	2	9.1	6	23.1	8	16.7
Location of Classroom	6	27.3	5	19.2	11	22.9
Size of Groups	2	9.1	0	0.0	2	4.2
Principal's Attitude	0	0.0	7	26.9	7	14.6
Classroom Size	4	18.2	2	7.7	6	12.5
Scheduling	15	68.2	7	26.9	22	45.8
Lack of Enrollment	0	0.0	2	7.7	2	4.2
Abundance of Enrollment	6	27.3	0	0.0	6	12.5
Interference of Other Programs	6	27.3	5	19.2	11	22.9
Lack of Materials	3	13.6	8	30.8	1	22.9
Others:						
Lack of Specified Objectives	1	4.5	0	0.0	1	2.0
Poor Attendance	3	13.6	0	0.0	3	6.3
Bureaucratic Record Keeping	2	9.1	1	3.8	3	6.3
Lack of Personnel (Not Allocated or Hired Too Late)	1	4.5	0	0.0	1	2.0
Lack of Knowledge of Federal Programs	0	0.0	2	7.7	2	4.2
Bilingual Approach Preferred	0	0.0	1	3.8	1	2.0

by most responses, 22, was scheduling. Twelve persons indicated that (classroom) teachers' attitudes are a problem. Eleven persons stated that the location of the classroom,

interference of other programs and lack of materials is a problem. Two teachers and six tutors listed students' attitudes as a problem. Seven tutors but no teachers reported that their principal's attitude is a problem. Six teachers stated that an abundance of enrollment creates problems. Poor attendance and bureaucratic record keeping were each cited by three respondents. The size of groups seemed a problem for two teachers, while two tutors cited a lack of enrollment. Two other tutors reported a lack of knowledge of Federal programs although they did not state by whom. One tutor would prefer a bilingual approach. One teacher stated that there is a lack of specified objectives and another teacher indicated a lack of personnel.

Items which impede the learning processes of the students are listed in Table 26 as reported by the teachers and tutors. Travel was given as a major problem by thirty respondents. It must be remembered that the students involved in the ESL program are migrants and thus by law must have moved with their parents, who were seeking employment in agriculture or fishing, in order to enter the program. (See the definition of a migrant child, Chapter I.) Twenty-seven respondents indicated that students have a poor self-concept. Eleven tutors and nine teachers said that the classroom teacher's concept of the student's abilities impeded the learning process. Family problems impede students' learning according to seven teachers and 12 tutors. Health problems were listed by 11 teachers and six tutors.

Nutrition and learning disabilities and/or emotional disturbance were noted thirteen times each. Attendance problems were listed under various headings seven times. Only one teacher listed language as an item which impedes the learning processes of students.

Table 26
Items Which Impede the Learning Processes of Students

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Health Problems	11	50.0	6	23.1	17	35.4
Family Problems	7	31.8	12	46.2	19	39.6
Poor Self-Concept	12	54.5	15	57.7	27	56.3
Emotionally Disturbed Learning Disability	6	27.3	7	26.9	13	27.1
Poor Nutrition	8	36.4	5	19.2	13	27.1
Travel	19	86.4	11	42.3	30	62.5
Classroom Teacher's Concept of Student's Abilities	9	40.9	11	42.3	20	41.7
Others:						
Poor Attendance	4	18.2	0	0.0	2	4.2
Children Working in Groves	1	4.5	1	3.8	2	4.2
Children Never Having Been Enrolled in School	1	4.5	0	0.0	1	2.0
Lack of Bilingual Programs	1	4.5	0	0.0	1	2.0
Language	1	4.5	0	0.0	1	2.0

As revealed in Table 27, 28 teachers and tutors have no students enrolled in bilingual programs while 20 teachers and tutors have some students enrolled. Of the students

participating in bilingual programs, attendance ranges from one-half hour to four hours per day (Table 28).

Table 27

Number of Students Who Are Enrolled in a Formal Bilingual Program

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
0	13	59.1	15	57.7	28	58.3
1	0	0.0	1	3.8	1	2.0
3	0	0.0	1	3.8	1	2.0
4	0	0.0	1	3.8	1	2.0
7	0	0.0	1	3.8	1	2.0
8	0	0.0	1	3.8	1	2.0
11	1	4.5	0	0.0	1	2.0
12	1	4.5	0	0.0	1	2.0
15	0	0.0	4	15.4	4	8.3
16	1	4.5	0	0.0	1	2.0
24	1	4.5	0	0.0	1	2.0
27	1	4.5	1	3.8	2	4.2
30	0	0.0	1	3.8	1	2.0
32	1	4.5	0	0.0	1	2.0
33	1	4.5	0	0.0	1	2.0
200 (in 1 school)	1	4.5	0	0.0	1	2.0
Grades K-3 (Total Spanish-Speaking Population 101-150)	1	4.5	0	0.0	1	2.0
	22	99.6	26	99.7	48	98.8

There is coordination among bilingual and ESL programs in four cases and there are conflicts between the two in seven instances (Tables 29 and 30). There is a perfect inversion between the teachers' responses to Tables 29 and

30. Three teachers coordinate with the bilingual program and three do not have conflicts. Five teachers indicate that they do not coordinate their programs; and five report conflicts with the bilingual program. Only two tutors indicate that there are conflicts between the two programs.

Table 28

Number of Hours Per Day Which Students Enrolled in Bilingual Programs Work in Their Native Language

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
1 hr	2	9.1	7	26.9	9	18.8
2 hrs.	3	13.6	0	0.0	3	6.3
3 hrs.	0	0.0	2	7.7	2	4.2
4 hrs.	1	4.5	0	0.0	1	2.0
5 hrs.	0	0.0	0	0.0	0	0.0
Other:						
1/2 hr.	1	4.5	0	0.0	1	2.0
No Response From Those Who Responded Affirmatively to Question 13	1	4.5	2	7.7	3	6.3
	8	37.2	11	43.3	19	39.6

Table 29

Coordination of Existing ESL and Bilingual Programs

Response*	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Yes	3	13.6	1	3.8	4	8.3
No	5	22.7	9	34.6	14	29.2
No Response	0	0.0	1	3.8	1	2.0
	8	36.3	11	42.2	19	39.5

*There were 8 possible teacher responses and 11 possible tutor responses.

Table 30

Existing Conflicts Between the Bilingual and ESL Programs

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Yes	5	22.7	2	7.7	7	14.6
No	3	13.6	9	34.6	12	25.0
	8	36.3	11	42.3	19	39.6

Among the ten teachers and tutors revealing conflicts between ESL and bilingual programs, scheduling was listed four times. Teachers' attitudes (classroom) was listed three times. Curriculum and selection of students were each listed twice. Parents' attitudes was listed as a conflict once (Table 31).

Table 31

Conflicts Between ESL and Bilingual Programs

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Curriculum	2	9.1	0	0.0	2	4.2
Selection of Students	2	9.1	0	0.0	2	4.2
Parents' Attitudes	0	0.0	1	3.8	0	0.0
Scheduling	3	13.6	1	3.8	4	8.3
Teachers' Attitudes	3	13.6	0	0.0	3	6.3
Principal's Attitudes	0	0.0	0	0.0	0	0.0
Others	0	0.6	0	0.0	0	0.0
	10	46.0	2	7.6	8	16.7

Nineteen teachers and sixteen tutors are bilingual. Three teachers and 10 tutors are monolingual speakers of

English (Table 32). Of the 19 bilingual teachers, three are native Spanish-speakers with English as their second language; and 16 are native English-speakers with Spanish as a second language. Of the 16 bilingual tutors, 13 are native Spanish-speakers with English as their second language; and three are native English-speakers with Spanish as their second language (Tables 33 and 34).

Table 32
Are You Bilingual?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Yes	19	86.4	16	61.5	35	72.9
No	3	13.6	10	38.5	13	27.1
	22	100.0	26	100.0	48	100.0

Table 33
Native Language of Respondents

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Spanish	3	13.6	13	50.0	16	33.3
English	16	72.7	3	11.5	19	39.6
Monolingual English Speakers	3	13.6	10	38.5	13	27.1
Total	22	99.9	26	100.0	48	100.0

When asked if they have had any formal ESL training, 20 teachers responded affirmatively as did 19 tutors (Table 35). When asked to indicate the types of training, however, 35

teachers and tutors said that they have had workshops; and 36 teachers and tutors stated that they have had inservice training. Only eight teachers and one tutor reported having taken college courses in ESL. Eight other teachers and one tutor did not state that they have had college courses in Table 36, but later listed them in response to question 23 (Table 37a). One teacher reported having interned in ESL and one tutor listed a course in Spanish.

Table 34

Second Language of Respondents

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Spanish	16	72.7	3	11.5	19	39.6
English	3	13.6	13	50.0	16	33.3
Other:						
Monolingual English Speakers	3	13.6	10	38.5	13	27.1
	22	99.9	26	100.0	48	100.0

Table 35

Have You Had Any Formal ESL Training?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Yes	20	90.9	19	73.1	39	81.3
No	2	9.1	7	26.9	9	18.8
	22	100.0	26	100.0	48	100.1

Table 36
Type of Training

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Workshops in ESL	17	77.3	18	69.2	35	72.9
College Courses	8	36.4	1	3.8	9	18.8
Inservice Training	17	77.3	19	73.1	36	75.0
Other:						
Internship	1	4.5	0	0.0	1	2.0
Spanish	0	0.0	1	3.8	1	2.0
Responded Yes to Question 21, but Gave No Response to 22	1	4.5	0	0.0	1	2.0
Did Not Circle College Courses But Listed Them in Question 23	8	36.4	1	3.8	9	18.8

Table 37a lists the courses taken by teachers and tutors. Nine persons have taken linguistics, eight have studied English phonology, and five reported taking classes in morphology and syntax. Four persons stated that they have studied bilingualism, four reported studying foreign language methodology and four said that they have studied ESL methodology. Other courses are listed in the table.

Tables 37b and 37c present individual course listings given by 16 teachers and three tutors. Seven teachers and one tutor have had one course; five teachers and one tutor have taken two courses; one teacher has attended three courses; two teachers and one tutor reported four courses; and one teacher has had nine courses in ESL.

Table 37a

College Courses Completed*

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
ESL Methodology	4	18.2	0	0.0	4	8.3
Morphology and Syntax	5	22.7	0	0.0	5	10.4
Bilingualism	3	13.6	1	3.8	4	8.3
English Phonology	8	36.4	0	0.0	8	16.7
Linguistics	7	31.8	2	7.7	9	18.8
Others:						
Spanish	0	0.0	2	7.7	2	4.2
Latin American Culture	0	0.0	1	3.8	1	2.0
Contrastive Analysis	1	4.5	0	0.0	1	2.0
Foreign Language Methodology	4	18.2	0	0.0	4	8.3
Linguistic Analysis in Teaching a Foreign Language	1	4.5	0	0.0	1	2.0
Spanish as a Second Language	1	4.5	1	3.8	2	4.2
Spanish Linguistics	1	4.5	0	0.0	1	2.0
Transformational Grammar	1	4.5	0	0.0	1	2.0
Problems in Linguistics	1	4.5	0	0.0	1	2.0
Circled College Courses in Question 22, But Listed None	1	4.5	0	0.0	1	2.0

*Refer to Tables 26a and 26b for individual responses.

Table 37b

Teachers' Individual Responses to Question 23 by Teachers' Survey Identity Numbers

Courses Completed	1	3	4	5	6	7	10	11	12	13	14	16	17	18	20	23	Group Totals
ESL Methodology						X						X			X	X	4
Morphology and Syntax			X				X		X				X			X	5
Bilingualism												X			X	X	3
English Phonology		X	X						X	X		X	X	X		X	8
Linguistics	X	X	X		X		X					X				X	7
Contrastive Analysis															X		1
Foreign Language Methodology				X		X		X								X	4
Linguistic Analysis in Teaching a Foreign Language																X	1
Spanish as a Foreign Language			X														1
Spanish Linguistics											X						1
Transformational Grammar																X	1
Problem in Linguistics																X	1
Individual Totals	1	2	4	1	1	2	2	1	2	1	1	4	2	1	3	9	37

Table 37c

Tutors' Individual Responses to Question 23 by Tutors' Survey Identity Letters

Courses Completed	K	P	BB	Group Total
Spanish I and II		X	X	2
Latin American Culture		X		1
Linguistics	X		X	2
Bilingualism			X	1
Spanish as a Second Language			X	1
Individual Totals	1	2	4	7

In response to the question of having been trained as a foreign language teacher, four tutors gave no response. Six teachers and 21 tutors responded negatively and 15 teachers and one tutor responded positively. One teacher indicated having been trained as a Foreign Language, ESL, and English teacher (Table 38).

Table 38

Were You Trained as a Foreign Language Teacher?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Yes	15	68.2	1	3.8	16	33.3
No	6	27.3	21	80.8	27	56.3
Other:						
No Response	0	0.0	4	15.4	4	8.3
Foreign Language, English, and ESL	1	4.5	0	0.0	1	2.0
	22	99.0	26	100.0	48	99.9

Tables 39, 40, and 41 relate the number of years which teachers and tutors have taught; the number which they have taught ESL; and the number which they have taught languages other than ESL. Twenty-one respondents have taught from one to three years. Fifteen teachers and tutors have taught four to six years; and nine respondents have taught seven to ten years. Only three respondents have taught between eleven and fifteen years (Table 39).

Table 39

How Many Years Have You Taught?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
1-3 yrs.	7	31.8	14	53.8	21	43.8
4-6 yrs.	7	31.8	8	30.8	15	31.3
7-10 yrs.	6	27.3	3	11.5	9	18.8
11-15 yrs.	2	9.1	1	3.8	3	6.3
16-20 yrs.	0	0.0	0	0.0	0	0.0
More than 20 yrs.	0	0.0	0	0.0	0	0.0
	22	100.0	26	99.9	48	100.2

As shown in Table 40, 38 persons have taught ESL from one to three years. Nine report having taught ESL for four to six years; and one teacher has taught ESL from 11 to 15 years.

One teacher has taught languages other than ESL for 11 to 15 years. One teacher and one tutor have taught languages seven to ten years. Five teachers have taught languages from four to six years; and six teachers and one tutor have

had experience teaching languages for one to three years (Table 41).

Table 40

How Many Years Have You Taught ESL?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
1-3 yrs.	17	77.3	21	80.8	38	79.2
4-6 yrs.	4	18.2	5	19.2	9	18.8
7-10 yrs.	0	0.0	0	0.0	0	0.0
11-15 yrs.	1	4.5	0	0.0	1	2.0
16-20 yrs.	0	0.0	0	0.0	0	0.0
More than 20 yrs.	0	0.0	0	0.0	0	0.0
	22	100.0	26	100.0	48	100.0

Table 41

How Many Years Have You Taught Languages Other Than ESL?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
1-3 yrs.	6	27.3	1	3.8	7	14.6
4-6 yrs.	5	22.7	0	0.0	5	10.4
7-10 yrs.	1	4.5	1	3.8	2	4.2
11-15 yrs.	1	4.5	0	0.0	1	2.0
16-20 yrs.	0	0.0	0	0.0	0	0.0
More than 20 yrs.	0	0.0	0	0.0	0	0.0
	13	59.0	2	7.6	15	31.2

Two tutors hold A.A. degrees, while one tutor holds a M.A. degree. Thirteen teachers have B.A. degrees and three have a B.S. Three teachers hold M.A. degrees. Two hold M.Ed. degrees and one teacher has a M.A.T. (Table 42).

Table 42

Which of the Following Degrees Do You Have?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
B.A.	13	59.1	0	0.0	13	27.1
B.S.	3	13.6	0	0.0	3	6.3
M.A.	3	13.6	0	0.0	4	8.3
M.Ed.	2	9.9	0	0.0	2	4.2
Ph.D.	0	0.0	0	0.0	0	0.0
Others:						
A.A.	0	0.0	2	7.7	2	4.2
M.A.T.	1	4.5	0	0.0	1	2.0
None	0	0.0	23	88.5	23	47.9
	22	99.9	26	100.0	48	100.0

No tutors belong to any professional language organizations as reported in Table 43a. Nine teachers belong to five different language organizations. Seven belong to Teachers of English to Speakers of Other Languages (TESOL), four belong to The American Council of Teachers of Foreign Languages (ACTFL), four to the Florida Foreign Language Association (FFLA), three to the American Association of Teachers of Spanish and Portuguese (AATSP), and one to the Linguistic Society of America (LSA). None of the teachers reported belong to the National Council of the Teachers of English (NCTE). Table 43b presents the number of organizations to which individual teachers belong.

Perhaps one of the most revealing tables is Table 44 because it gives an insight into the wishes of the teachers

Table 43a

To Which of the Following Professional Language Organizations Do You Belong?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
TESOL	7	31.8	0	0.0	7	14.6
ACTFL	4	18.2	0	0.0	4	8.3
NCTE	0	0.0	0	0.0	0	0.0
AATSP	3	13.6	0	0.0	3	6.3
FFLA	4	18.2	0	0.0	4	8.3
LSA	1	4.5	0	0.0	1	2.0
Others	0	0.0	0	0.0	0	0.0

Table 43b

The Number of Professional Organizations to Which Each Teacher Belongs*

Response	Total	
	No.	%
None	13	59.1
1	3	13.6
2	3	13.6
3	2	9.1
4	1	4.5
	22	99.9

and tutors to seek further ESL training. Thirty-two of the entire group would like to attend ESL methodology. Twenty-five would attend biculturalism. Bilingualism would be attended by twenty-two respondents, and 17 would like to study English phonology. Contrastive analysis and linguistics would be attended by 16 interested teachers and

tutors if available. Eleven teachers and tutors would study morphology and syntax if possible. Nearly every respondent indicated at least one choice of a college course which would be attended if made available.

Table 44

Which ESL Courses Would You Attend If Available?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
ESL Methodology	17	77.3	15	57.7	32	66.7
Morphology and Syntax	8	36.4	3	11.5	11	22.9
Bilingualism	13	59.1	9	34.6	22	45.8
Contrastive Analysis	9	40.9	7	26.9	16	33.3
English Phonology	8	36.4	9	34.6	17	35.4
Linguistics	8	36.4	8	30.8	16	33.3
Biculturalism	16	72.7	9	34.6	25	52.1

The final table, Table 45, shows that 26 respondents have developed some kind of materials for their classrooms. A look at Appendix L will reveal the types of descriptions of materials that were submitted by the teachers and tutors.

Table 45

Have You Developed Any Materials?

Response	Teachers		Tutors		Total	
	No.	%	No.	%	No.	%
Yes	14	63.6	12	46.2	26	54.2
No	7	31.8	13	50.0	20	41.7
No Response	1	4.5	1	3.8	2	4.2
	22	99.9	26	100.0	48	100.1

CHAPTER V

CONCLUSIONS, DELIMITATIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions

The following conclusions have been determined based on the analysis of the data presented in Chapter IV:

1. ESL teachers and tutors employed within the Florida Migratory Compensatory Child Program do not appear to feel confident about their qualifications, although they do meet the basic requirements for employment. Teachers and tutors want to have more professional training.

2. Although most teachers and tutors have had some type of training in ESL, only a small minority have had training in the academics of ESL.

3. The majority of the Florida Migratory ESL teachers and tutors do not belong to the professional organizations related to the teaching of English as a Second Language.

4. All teachers and tutors within the migratory ESL program utilize many varieties of equipment within their programs.

5. Lack of materials is more of a problem for tutors than for teachers.

6. There is a need for classroom facilities in some programs within the state.

7. The social services program needs to become more active within the school.

8. There is a lack of well-defined goals in the ESL program.

9. Only half, or less, of the Spanish-speaking migrant students in the State of Florida are being served by ESL programs.

10. Students have many environmental and social problems that hinder their academic development.

11. Students have insufficient ESL class time due to large enrollments.

12. According to the survey results, there are some conflicts between the FMCCP ESL component and other programs within the schools.

Delimitations, Implications and Recommendations

The negative conclusions of the survey may be attributed in part to the manner in which the survey was obtained and to the fact that the questionnaire was set up to reveal needs and problems along with other information. The survey was conducted by mail rather than in person, not permitting any discussion of the questions. Second, it is possible that questionnaires may have been completed

hurriedly. However, most of the second surveys were not returned until a first or second reminder was made. Therefore, participants had ample time to contemplate their answers.

The major trend that was revealed through the second survey was that most personnel are aware of the needs of their students, their programs and of their own need for further knowledge of ESL, and would appreciate assistance with these needs.

Even though the FMCCP has a Project Summary which defines the general goals and gives guidelines for qualifications and duties of personnel, teachers and tutors are not aware of these factors or are uninformed.

Further, the environmental and social problems of the students seem so overwhelming at times, the time to teach is so limited, and the number of students so large, that teaching English may seem an insurmountable task. This is one of the main reasons that personnel are seeking professional training to help them with the process.

As a result of the evaluation of this study the following recommendations are offered to assist in the elimination of existing problems and to better further the educational opportunities of the Spanish-speaking students within the FMCCP.

1. Inservice workshops and training should include courses in the academics of ESL methodology, bilingualism, biculturalism, linguistics, and related subjects.

2. Teachers and tutors should be encouraged to join their professional organizations (in particular, TESOL, ACTFL, and FFLA). They should further be encouraged to participate in workshops and conferences given by these organizations.

3. A greater variety of materials should be made available to the ESL tutors in particular.

4. Appropriate classroom facilities should be requested within existing programs and required for implementation of new programs.

5. A continuing dialogue should be developed and maintained between ESL and supportive services personnel in order to better serve the students.

6. Specific goals and objectives, and guidelines for qualifications and duties of ESL personnel should be determined and the results made available to all personnel within the FMCCP.

7. A specific determination of the need for more personnel should be made by the FMCCP in order to better serve the Spanish-speaking migrant children within Florida.

8. The need for more supportive service personnel in the areas of community health workers and bilingual social educators should be determined by the FMCCP.

9. A system of communication should be set up within the MSRTS in order to permit the flow of more information on the Spanish-speaking children's ESL needs and status.

APPENDIXES

APPENDIX A

SAMPLE COVER LETTER

The following survey is being conducted in partial fulfillment of EDSE 696 for Florida Technological University. This is one of two surveys of Florida Migratory Compensatory ESL programs which will be completed as part of a requirement for a Master's Degree in Education.

All responses will be confidential. Your response will be appreciated.

An expression of appreciation is acknowledged for the assistance given by Dr. Thomas J. Moffett of Region III at the beginning stages of this project.

Sincerely,

Sheila Acevedo

Sheila Acevedo

APPENDIX B

SAMPLE OF SURVEY I

Survey of Regional Directors of the Florida
Migratory Compensatory Education Program

Region _____

Position of the person completing this survey _____

_____

1. Which Florida counties does your region serve?

   _____

2. How many elementary migrant children are located in your region annually?

   _____

3. How many elementary migrant children in your region are Spanish-speaking? (monolingual or bilingual)

   _____

4. What programs do you provide for elementary migrant children?

   _____

   _____

5. How many elementary migrant children are served by your programs?

   _____

6. Of the elementary migrant children served by your region, how many are Spanish-speaking?

   _____

7. How many of the Spanish-speaking elementary children in your region attend English as a Second Language classes? (ESL)

   _____

8. How many schools do the ESL teachers in your region serve?

   _____

9. How many ESL teachers do you have in your region?

---

10. Has your region developed any special programs and/or materials for the Spanish-speaking migrant children?

    Circle: yes no

11. If the answer to question 10 is yes, would you please enclose a sample, description, or bibliography. These materials will be returned upon request.

12. Please attach a list of the names and school addresses of the ESL teachers in your region so that they may participate in a survey of ESL teachers who work in the Florida Migratory Compensatory Education program.

APPENDIX C

SAMPLE OF SURVEY II

Survey of ESL Teachers Who Work Within
The Florida Migratory Compensatory Education Program

Name _____ Age _____

Position _____ Sex: Male _____ Female _____

_____

1. How many schools do you serve?

_____

2. How many Spanish-speaking migrant children attend (annually) the schools which you serve? (total number)

   Circle one: 1-50 51-100 101-150 151-200 201-250
   251-300 more than 300

3. How many Spanish-speaking migrant children do you serve annually?

   Circle one: 1-10 11-20 21-30 31-40 41-50 51-60
   61-100 more than 100

4. How many days do you work with each child per week?

   Circle one: 1 2 3 4 5

5. On the average, how many minutes do you spend with each child per day?

   Circle one: 1-15 16-25 26-35 36-45 46-60 61-90
   more than 90

6. What is the average size of the groups with which you work in each ESL session?

   Circle one: 1 child 2-3 children 4-6 children
   7-10 children 11-15 children
   16-20 children more than 20 children

7. Circle the major programs and/or materials which you use in your program:

   H200 Series (Rock Curriculum)
   Miami Linguistic Readers
   Teaching English Early
   Teacher-Made Materials
   Grolier Creative Reading Program
   English Around the World
   Let's Learn Language
   Welcome to English
   Peabody Language Development Kits
   First Experiences with Consonants and Vowels

7. (continued)
Others: (list) _____

_____

8. Circle the equipment which you use in your program:

Record Player	Language Master
Tape Recorder	Movie Projector
Filmstrip Projector	Slide Projector
Television	Camera (Still)
Movie Camera	Musical Instruments

9. In order of the emphasis which you place on the following skills in your program, number the skills from one to four. (number one being most emphasized)

listening _____ speaking _____

reading _____ writing _____

10. What do you see as the greatest need in your program?

Circle one: equipment classroom facility
materials social services
other: (list) _____

11. Circle the items which you see as problems that hinder your ESL program.

teachers' attitudes	principal's attitudes
students' attitudes	classroom size
location of classroom	scheduling
size of groups	lack of enrollment
abundance of enrollment	lack of materials
interference of other programs	other: (list) _____

12. Circle the items which impede the learning processes of your students.

health problems	poor nutrition
family problems	travel
poor self concept	classroom teachers' concept of students' abilities
emotionally disturbed/ learning disabilities	other: _____

13. How many of your students are enrolled in a formal bilingual program

_____

14. If enrolled in a bilingual program, how many hours a day do your students work in their native language?

Circle one: 1 2 3 4 5

15. If your students are enrolled in a bilingual program, do you co-ordinate the ESL and Bilingual programs?

Circle one: yes no

16. Are there conflicts between the Bilingual and ESL programs?

Circle one: yes no

17. If the answer to 16 is yes, what are the conflicts? Circle your answer.

curriculum scheduling
selection of students teachers' attitudes
parents' attitudes principal's attitudes
other: (list) _____

18. Are you bilingual?

Circle one: yes no

19. If you are bilingual, what is your native language?

Circle one: Spanish English French German
Italian Chinese Portuguese
Vietnamese Other _____

20. If you are bilingual, what is your second language?

Circle one: Spanish English French German
Italian Chinese Portuguese
Vietnamese Other _____

21. Have you had any formal ESL training?

Circle one: yes no

22. If the answer to 21 is yes, circle the training which you have had.

workshops in ESL inservice training

college courses other: (list) _____

_____

23. Please circle the college courses which you have completed:

ESL Methodology Phonology (English)

Morphology and Syntax Linguistics

Bilingualism

24. Were you trained as a foreign language teacher?

Circle one: yes no

25. How many years have you taught? (any subject or level)

Circle one: 1-3 4-6 7-10 11-15 16-20

more than 20 years

26. How many years have you taught ESL?

Circle one: 1-3 4-6 7-10 11-15 16-20

more than 20 years

27. How many years have you taught languages other than ESL?

Circle one: 1-3 4-6 7-10 11-15 16-20

more than 20 years

28. Which of the following degrees do you have?

Circle: B.A. B.S. M.A. M.Ed. Ph.D.

29. Circle the professional language organizations to which you belong.

TESOL AATSP

ACTFL FFLA

NCTE LSA

Other: (list) _____

30. Circle the ESL courses which you would attend if available.

ESL Methodology	Phonology (English)
Morphology and Syntax	Linguistics
Bilingualism	Biculturalism
Contrastive Analysis	

31. Have you developed any materials for your ESL program?

Circle one: yes no

32. If the answer to 31 is yes, would you please enclose a sample, description, or bibliography. These materials will be returned upon request.

APPENDIX D

SURVEY RECEIVED FROM A BILINGUAL CONSULTANT

Survey of ESL Teachers Who Work Within
The Florida Migratory Compensatory Education Program

Name _____ Age _____

Position _____ Sex: Male _____ Female _____

1. How many schools do you serve?
   (21)

2. How many Spanish-speaking migrant children attend (annually) the schools which you serve? (total number)
   Circle one: 1-50 51-100 101-150 151-200 201-250
   251-300 (more than 300)

3. How many Spanish-speaking migrant children do you serve annually?
   Circle one: 1-10 11-20 21-30 31-40 41-50 51-60
   61-100 (more than 100)

4. How many days do you work with each child per week?
   Circle one: 1 2 3 4 (5)

5. On the average, how many minutes do you spend with each child per day?
   Circle one: 1-15 16-25 26-35 36-45 (46-60) 61-90
   more than 90

6. What is the average size of the groups with which you work in each ESL session?
   Circle one: 1 child 2-3 children (4-6 children)
   7-10 children 11-15 children
   16-20 children more than 20 children

7. Circle the major programs and/or materials which you use in your program:

   (H200 Series) (Rock Curriculum)
   Miami Linguistic Readers
   Teaching English Early
   Teacher-Made Materials
   Grolier Creative Reading Program
   (English Around the World)
   (Let's Learn Language)
   Welcome to English
   (Peabody Language Development Kits)
   First Experiences with Consonants and Vowels

7. (continued)
Others: (list) _____

_____

8. Circle the equipment which you use in your program:

Record Player
Tape Recorder
Filmstrip Projector
Television
Movie Camera
Language Master
Movie Projector
Slide Projector
Camera (Still)
Musical Instruments

9. In order of the emphasis which you place on the following skills in your program, number the skills from one to four. (number one being most emphasized)

listening 1 speaking 1
reading 2 writing 3

10. What do you see as the greatest need in your program?
Circle one: equipment classroom facility
materials social services
other: (list) tutor training

11. Circle the items which you see as problems that hinder your ESL program.

teachers' attitudes
students' attitudes
location of classroom
size of groups
abundance of enrollment
interference of other programs
principal's attitudes
classroom size
scheduling
lack of enrollment
lack of materials
other: (list) _____

12. Circle the items which impede the learning processes of your students.

health problems
family problems
poor self concept
emotionally disturbed/ learning disabilities
poor nutrition
travel
classroom teachers' concept of students' abilities
other: _____

13. How many of your students are enrolled in a formal bilingual program

0

14. If enrolled in a bilingual program, how many hours a day do your students work in their native language?

Circle one: 1 2 3 4 5

15. If your students are enrolled in a bilingual program, do you co-ordinate the ESL and Bilingual programs?

Circle one: yes N/A no

16. Are there conflicts between the Bilingual and ESL programs?

Circle one: yes N/A no

17. If the answer to 16 is yes, what are the conflicts? Circle your answer.

curriculum N/A scheduling
selection of students teachers' attitudes
parents' attitudes principal's attitudes
other: (list) _____

18. Are you bilingual?

Circle one: (yes) no

19. If you are bilingual, what is your native language?

Circle one: Spanish English French German
Italian Chinese Portuguese
Vietnamese Other Spanish and English

20. If you are bilingual, what is your second language?

Circle one: Spanish English French German
Italian Chinese Portuguese
Vietnamese Other _____

21. Have you had any formal ESL training?

Circle one: yes (no)

22. If the answer to 21 is yes, circle the training which you have had.

workshops in ESL inservice training

college courses other: (list) _____

_____

23. Please circle the college courses which you have completed:

ESL Methodology Phonology (English)

Morphology and Syntax Linguistics

Bilingualism

24. Were you trained as a foreign language teacher?

Circle one: yes no

25. How many years have you taught? (any subject or level)

Circle one: 1-3 4-6 7-10 11-15 16-20

more than 20 years

26. How many years have you taught ESL?

Circle one: 0 1-3 4-6 7-10 11-15 16-20

more than 20 years

27. How many years have you taught languages other than ESL?

Circle one: 1-3 4-6 7-10 11-15 16-20

more than 20 years

28. Which of the following degrees do you have?

Circle: B.A. B.S. M.A. M.Ed. Ph.D.

29. Circle the professional language organizations to which you belong.

TESOL AATSP

ACTFL FFLA

NCTE LSA

Other: (list) AMERICAN SPEECH/HEARING ASSOCIATION

30. Circle the ESL courses which you would attend if available.

ESL Methodology
Morphology and Syntax
Bilingualism
Contrastive Analysis
Phonology (English)
Linguistics
Biculturalism

31. Have you developed any materials for your ESL program?

Circle one: yes no

32. If the answer to 31 is yes, would you please enclose a sample, description, or bibliography. These materials will be returned upon request.

APPENDIX E

PROJECT SUMMARY FOR THE LANGUAGE ARTS COMPONENT OF THE FMCCP

I. RATIONALE

It is the responsibility of educators to meet the needs of all of Florida's and, indeed, the nation's children. Because migrant children lead very mobile lives and come from distinctively different cultural backgrounds from the mainstream children, often their Language Arts needs cannot be met in the regular classroom setting.

The process of language development and reading can often be expedited when a personalized approach to instruction is used. The FMCCP proposes to aid migrant children in Florida by supplying tutorial teachers and tutors to provide a personalized and individualized program of language and reading development. Such a supplementary program should prepare the student to function successfully in the regular school program.

II. GENERAL OBJECTIVES

A. To provide the opportunity for each migrant child to develop communication skills necessary for success in life situations.

B. To provide specially designed programs in Language Arts that will increase the migrant child's capabilities to function at a level commensurate with his potential.

C. To provide experiences which will enable the migrant child to listen, speak, read, and write commensurate with his capabilities in order to prepare him to function successfully in the regular school program.

III. PERFORMANCE OBJECTIVES	Procedure	Evaluation
A. Given the benefit of 80 hours of instruction in the tutorial reading program, the migrant student will demonstrate a mean gain of 1 1/2 months for every 20 hours of instruction in overall readiness (grades K and 1) and reading achievement (grades 2-12).	Information obtained from the use of a diagnostic/prescriptive instrument will be utilized to prescribe a personalized and individualized reading program. Tutorial teachers, tutors, and classroom teachers will plan varied experiences and select appropriate supplementary materials to insure progress to levels of increasing difficulty in all phases of communication (listening, speaking, reading, and writing).	The Metropolitan Readiness Test, Level I, Form P will be administered to K-5 students. The Stanford Early School Achievement Test, Level II, will be administered to Grade I students. The appropriate grade placement level of the 1973 Edition of the Stanford Reading Test will be administered grades 2-12.
B. Given the benefit of instruction in the English as a Second Language tutorial program, the students will demonstrate a significant increase in oral language skills.	Diagnostic information obtained through the use of Informal Oral Language Inventories will be utilized to prescribe a personalized and individualized program for the development of speaking vocabulary, sentence structure, and communication skill. Instruction in ESL will include the child's primary language where appropriate.	The Silvaroli Oral Language Evaluation will be administered as a pre- and post-test.

IV. PROCEDURES FOR IMPLEMENTATION

A. Programs will be implemented in schools with a high concentration of migrant students beginning with Kindergarten and with the following priorities:

1. Current Migrant students
2. Former Migrant students with ECLP experience.

B. Both the tutorial teachers and tutors will be housed in schools with a high concentration of migrant students.

C. Personalized and individualized instruction will be provided through tutorial assistance to individuals and small groups of English and non-English speaking students.

D. The tutorial program will be staffed with Language Arts Resource Teachers, tutorial teachers, and tutors.

E. The program will be designed to give tutorial assistance to those migrant students who have language deficiencies and/or reading difficulties and whose needs cannot be met in the schools' regular developmental Language Arts program.

F. Tutorial teachers and tutors should be trained by Head Teachers.

G. Tutorial teachers will give training and direct assistance to the tutors.

H. Those Spanish-speaking students of preschool age needing a special oral language program may be scheduled into the tutorial program.

I. A tutorial unit should consist of at least one (1) tutorial teacher and a maximum of ten (10) tutors serving no more than three (3) schools within a reasonable distance.

J. The county may qualify for the maximum of one Head Teacher for ten (10) or more tutorial teachers.

K. At the beginning of each school year, the county coordinator or his designee will explain the program to school officials, principals, and staff and distribute a copy of the approved procedures.

L. The principal shall provide the county coordinator in writing the name of a person who shall be responsible for the administrative supervision of the tutors when the tutorial teacher is working in another school.

M. New and prospective personnel will successfully complete the training program provided by the Language Arts Head Teacher and/or tutorial teacher prior to serving students.

N. Scheduling procedures:

1. Tutors should work with small groups using planned instructional strategies.

V. PRESERVICE AND INSERVICE TRAINING

A program of preservice and inservice training will be planned and conducted and included in each district's master plan and in the project's inservice calendar.

The preservice and inservice program will include training in the following:

1. Overview of the migrant program including specific Language Arts guidelines and procedures;
2. Techniques for the diagnosis of language deficiencies and reading difficulties;
3. Techniques for the development of language acquisition and the remediation of reading difficulties;
4. Materials appropriate for diagnosis of language deficiencies and remediation of reading difficulties;
5. Tutorial techniques;
6. Lifestyle and cultural backgrounds of migrant students;
7. Migrant Student Record Transfer System;
8. Interpersonal relations;
9. Techniques of administration of testing instruments;
10. Techniques used by tutorial teachers for training tutors; and
11. Development of lesson plans.

VI. POSITION DESCRIPTIONS AND QUALIFICATIONS

A. Migrant Language Arts Head Teacher

The Migrant Language Arts Head Teacher will:

1. Coordinate the Language Arts Program within the county by assuming responsibility for the following areas:
   a. leadership and assistance to tutorial teachers and tutors;
   b. preservice and inservice for tutors and tutorial teachers;
   c. data collection, materials recommendations and dissemination;
   d. be involved as requested in the selection and evaluation of tutorial teachers and tutors;
   e. communication and liaison among regional office, County Coordinator, tutorial units, and individual schools; and

f. assume other duties and responsibilities necessary to facilitate the Language Arts Program.

2. Work cooperatively with Supportive Services to provide parental involvement, health services, and social services for migrant students.

Qualifications:

Persons selected for the position of Migrant Language Arts Head Teacher must meet the district's requirements for similar positions and, in addition, must:

1. Have a Master's degree in education, or satisfactorily demonstrate proof of work towards a Master's degree in education by being enrolled in an approved program and taking at least six (6) semester hours annually.

2. Have a valid Florida Teacher's Certificate.

3. Have certification in reading (ESL - Foreign Language Education) or satisfactorily demonstrate proof of work toward certification in these areas by being enrolled in an approved program and taking at least six (6) semester hours annually.

4. Have certification in elementary education and previous experience in reading or Language Arts with elementary children.

5. Preference should be given to those candidates with prior experience working with migrant or disadvantaged students and those candidates proficient in both Spanish and English who hold the above qualifications.

Language Arts Head Teachers should be employed for twelve (12) months each year.

B. Migrant Language Arts Tutorial Teacher

The Language Arts Tutorial Teacher will:

1. Assist with the preservice and inservice for tutors.

2. Direct tutors with diagnosing and prescribing instruction for students.

3. Select and demonstrate the appropriate use of curriculum materials for tutoring.

4. Explain and demonstrate various tutorial techniques.

5. Coordinate the total activities of the assigned tutorial unit(s).

6. Direct the record keeping activities for assigned tutorial unit(s).

7. In conjunction with appropriate school personnel, assume responsibility for scheduling students and tutors.

8. Direct and coordinate testing procedures.

9. Accurately record and interpret transfer record data.

10. Work cooperatively with the county, regional, and school personnel.

11. Recommend necessary instructional materials to county and regional Language Arts Head Teachers.

12. Shall not be assigned duties outside the classroom more than the same proportion of time as those duties assigned regular school personnel, if such duties do not interfere with the tutorial teacher's primary duties and responsibilities.

13. Assume other duties and responsibilities necessary to facilitate the Language Arts Program.

14. Develop the procedure for cooperative communication and interaction with the classroom teacher on a regular basis.

15. Assume responsibility for communications with parents as necessary.

16. Work cooperatively with Supportive Services to identify students and provide parental involvement, health services, and social services for migrant students.

Qualifications:

Persons selected for the position of Language Arts Tutorial Teacher must:

1. have a valid Florida teaching certificate in reading or the appropriate subject area and level of education (Elementary or Secondary); and

2. have certification in reading (ESL - Foreign Language Education) or satisfactorily demonstrate proof of work toward certification in these areas by being enrolled in an approved program and taking at least six (6) semester hours annually.

C. Migrant Language Arts Tutor

The Language Arts Tutor will:

1. administer, score, and interpret appropriate assessments under the guidance of the Tutorial teacher.

2. utilize correlated teaching materials and programs in the tutorial setting to offer personalized and individualized instruction for migrant students.

3. Keep accurate records of student progress and attendance.

4. Communicate child's progress with tutorial teacher and/or classroom teacher on a regular basis and, if necessary, with parents.

5. Accurately record and interpret transfer record data.

6. Work in cooperation with tutorial teacher in establishing good teaching strategies for meeting the individual needs of migrant children.

7. Utilize the Supportive Services of the migrant program to serve the needs of migrant children.

8. Not be assigned duties outside the classroom for more than the same proportion of time as those duties assigned regular school personnel, if such duties do not interfere with the tutor's primary duties and responsibilities.

9. Assume other duties and responsibilities necessary to facilitate the Language Arts Program.

Qualifications:

Persons selected for the position of Language Arts Tutor:

1. must have a high school diploma or GED or equivalent experience and training;

2. must have a mastery of spoken and written English; and

3. shall, if working with students enrolled in ESL, have a mastery of spoken Spanish.

Consultation with County Coordinators, or their designees, on all Language Arts personnel should occur prior to recommendations to the school board.

APPENDIX F

SURVEY FROM REGION I

Survey of Regional Directors of the Florida
Migratory Compensatory Education Program

Region I

Position of the person completing this survey Director of Compensatory Education, Region I

1. Which Florida counties does your region serve? 1. Jefferson 2. Taylor 3. Leon 4. Bay 5. Calhoun 6. Escambia 7. Franklin 8. Gadsden 9. Gulf 10. Holmes 11. Jackson 12. Liberty 13. Santa Rosa 14. Wakulla 15. Walton 16. Washington

2. How many elementary migrant children are located in your region annually?

We have never done a survey and we have no migrant program in Region I

3. How many elementary migrant children in your region are Spanish-speaking? (monolingual or bilingual)

4. What programs do you provide for elementary migrant children?

5. How many elementary migrant children are served by your programs?

6. Of the elementary migrant children served by your region, how many are Spanish-speaking?

7. How many of the Spanish-speaking elementary children in your region attend English as a Second Language classes? (ESL)

8. How many schools do the ESL teachers in your region serve?

9. How many ESL teachers do you have in your region?

_____

10. Has your region developed any special programs and/or materials for the Spanish-speaking migrant children?

    Circle: yes no

11. If the answer to question 10 is yes, would you please enclose a sample, description, or bibliography. These materials will be returned upon request.

12. Please attach a list of the names and school addresses of the ESL teachers in your region so that they may participate in a survey of ESL teachers who work in the Florida Migratory Compensatory Education program.

APPENDIX G

LETTER FROM REGION II

FLORIDA DEPARTMENT OF EDUCATION
Regional Offices of Compensatory Education

REGION II 1135 N.W. 23rd Avenue, Suite "D" Gainesville, Fla. 32601
(904) 375-1200

March 30, 1977

Mrs. Shelia Acevedo
10128 Barbuda Way
Orlando, FL 32810

Dear Mrs. Acevedo:

In regard to your survey for Florida Technological University, the Region II Migrant Project is in the developmental stage. We are currently identifying migrant families to determine programs for FY 77-78. We will be pleased to aid you at a later date.

Sincerely,

Frank M. Darden

Frank M. Darden
Alachua County
Migrant Coordinator

FMD/lj

Serving children eligible for Migrant and Title One funds in the following counties:

ALACHUA • BAKER • BRADFORD • CITRUS • CLAY • COLUMBIA • DIXIE • DUVAL • GILCHRIST
HAMILTON • LAFAYETTE • LEVY • MADISON • PUTNAM • NASSAU • SUWANNEE • UNION

APPENDIX H

LETTER FROM REGION III

FLORIDA DEPARTMENT OF EDUCATION
Regional Offices of Compensatory Education

REGION III 6500 Lake Ellenor Drive, Suite 131 Orlando, Florida 32809 (305) 855-6930

March 23, 1977

Mrs. Sheila Acevedo
10128 Barbuda Way
Orlando, Florida 32810

Dear Sheila:

Enclosed are the names and addresses of the E.S.L. teachers in our region. I hope the information is satisfactory. If I can be of further assistance to you in working on your thesis, please do not hesitate to get in touch with me.

I would like to wish you much success in completing your education.

Very truly,

Marleen Menendez

Marleen Menendez
Language Arts Consultant

MM:cm

Serving children eligible for Migrant and Title One funds in the following counties:
BREVARD • DUVAL • INDIAN RIVER • [illegible] • ORANGE

APPENDIX I

LETTER FROM REGION IV

The following survey is being conducted in partial fulfillment of EDSE 696 for Florida Technological University. This is one of two surveys of Florida Migratory Compensatory ESL programs which will be completed as part of a requirement for a Master's Degree in Education.

All responses will be confidential. Your response will be appreciated..

An expression of appreciation is acknowledged for the assistance given by Dr. Thomas J. Moffett of Region III at the beginning stage of this project.

Sincerely,

Sheila Acevedo

July 31, 1977

Dear Ms. Acevedo:

I'd be very glad to be of further service to you, please do not hesitate to call or write.

Sincerely,

Frank P. Campana
ESL Consultant
Compensatory Education Office
3135 N. Washington Blvd.
Sarasota, Fla. 33582
(813) 355-7557

RECEIVED

APPENDIX J

RESPONSE FROM REGION III TO QUESTION 10, SURVEY I

II. The Florida Migrant Child Compensatory Program is authorized to serve children in three areas. The Early Childhood program serves 3 and 4 year old children. Language Arts serves K-6. Learn and Earn provides vocational experience for high school students.

Because a large portion of our students are Spanish speaking we have extracted a segment of the Language Arts program for the purpose of teaching conversational English to non-English speaking students. Based on the premise that the students should acquire skills in the English sound system before learning to read and write in English, the ESL tutors' and teachers' main function is to provide instruction in this area.

To determine needs and chart growth and development we have adopted the OLE by Dr. Nicholas J. Silvaroli.

Our main goal in Oral Language Development is to provide a systematic approach to learning another language.

APPENDIX K

SAMPLE MSTR

LAST NAME | FIRST NAME | MI | SEX | MO | DAY | YR | V | AGE | CITY OF B | COUNTY, COUNTRY OF BIRTH | ST | HOME BASE CITY | STUDENT NO.

MIGRANT STATUS | EXTRA BIRTHDATE

ER SCHOOL HISTORY DATA

SCHOOL NAME	ST	DATE ENR 01 MO DA YR	DATE WITH 02 MO DA YR	DAYS ENR	DAYS PR	%

LA LEGAL PARENT DATA CP CURRENT

	LEGAL FIRST NAME	LEGAL LAST NAME	CURRENT FIRST NAME	CURRENT LAST NAME
AA				
AB				

SP SPECIAL PROGRAMS — MOST RECENT MIGRANT PROJECT SCHOOL

NAME	CODE	MOS	WKS	CUMUL

SI SPECIAL INTEREST

NAME

HV SCHOOL HEALTH DATA

		01	02	03	04	05	06	07	08	09	10	11	12					
AA	INITIAL HISTORY																	
AB	PHYSICAL EXAM																	
AC	HT & WT (ANNUALLY IN C (BIRTH ONLY)																	
AD	BLOOD PRESS																	
AE	HB/HCT																	
AF	URINALYSIS	(ONLY WHEN INDICATE MEDICALLY)																
AG	TBC												(ANNUALLY IF NEGATIVE)					
AH	IMMUNIZATION DPT (DT AFTER 5)																	
AI	TRIV POLIO (ORAL)																	
AJ	MEASLES																	
AK	RUBELLA																	
AL	MUMPS																	
AM	DENTAL																	
AN	VISION																	
AO	AUDIOMETRIC SCREEN																	
AP	SPEECH																	
AQ	COLOR BLINDNESS																	
AR	BLOOD LEAD																	
AS	PESTICIDE BLOOD LEVEL																	

DATE OF ALL CARE OR IMMUNIZATION SCHEDULE OF HS — THE FOLLOW IS ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD

AT	(HEARING) SCREENING																	
AU	TYPHOID PARATYPHOID																	
AV	SMALLPOX																	
AW	POLIO (INOCULATION																	
AX	INFLUENZA																	
AY	SCA (0401)																	

TD TEST DATA

		01 CODE	01 SCORE	02	03	04	05	06

APPENDIX L

RESPONSES TO QUESTION 32, SURVEY II

TEACHER #9

"I do use teacher-made materials and a Language Experience Approach when teaching reading to children just learning English. Most of the ideas for these teacher-made materials come from resource materials."

TUTOR #L

"Simple games patterned after, dominos, old maid, etc. We use Dolch words, ABC's and H200 vocabulary."

TUTOR #O

"Language Master Cards--Days of week, months, seasons Bingo Game to learn numbers and alpha--both in upper case and lower case."

TEACHER #19

"Not extensive enough to circle "yes". We are now working on materials which are not completed. Will be completed in the Fall. We have a number of games, etc. but these are probably not original enough to enclose."

TEACHER #7

"Correlation if interesting using books with simple language structures into program.

--Picture file--in catagories re-environment, household--prepos, verbs, etc.

--Various materials to teach Readiness Skills.

--Integration of reading into program based on books and Dolch 220 Basic Sight Words and Language Experience."

TEACHER #C

"Flash cards, Contraction, games, Activity Board, etc."

TUTOR #20

"Made Alphabetical board.
Bingo Cards with pictures."

TEACHER #13

"We use lots of language experience--stories, charts, etc. in connection with actual experiences."

TEACHER #16

"I have made a booklet which I do not have here is called Spanish and English common phrases. I've used it in ESL classes, adult education and policemen and county sheriff." [sic]

TEACHER #11

"Language master cards
Bingo games
Road signs and traffic related materials."

TEACHER #17

"Language Master Phonics cards--Contrastive English--Spanish sounds. Beginning Consonant sounds--Digraphs--Blends."

TEACHER #12

"Games--phonics games based on Candy-Land. Games from--
Classroom Reading Games Activities Kit by Jerry J.
Mallett. Sets of word cards for concentration.
Skinny Books--(from off-adoption textbooks).
Bulletin boards--based on "Biff and Tiff" of Miami
Linguistics.
These had cards which were to be put into envelopes under
the appropriate picture of Biff sitting, digging, etc."

TEACHER #10

"Learning games on file folders."

TEACHER #6

"Laminated sheets with basic vocabulary--
This is a checklist for vocab-nos. and alphabet.
I work with 3 year olds through 6th grades. My biggest
problem is record keeping--who knows what?"

TEACHER #5

"Games to improve specific skills: example--has--have,
a-an, blends, initial consonants, etc."

TEACHER #4

"Mostly word games--color Bingo--"Carreras"--a speedway
game with words and cards. Playing piece moves around
the board."

TEACHER #1

"Concentration games--pictionary--on ditto masters."

TEACHER #3

"While working on the MAT degree at Rollins in Aug. 1976, I developed ESL materials for the various courses. Time does not permit me to include these."

TUTOR #V

"Language master cards--charts--tapes."
P.S. I have been working as a reading tutor for a year and a half."

TUTOR #H

"Simple games patterned from bingo and dominoes using vocabulary from ESL H-200. Matching games. Alphabet and number games. Concentration using H-200 picture cards."

TUTORS #S

"Flash cards. Language master cards--lessons. Lessons on tape. Charts."

TUTOR #J

"(The Object Box) This object box most bacic [sic] vocabulary teaching aid used in the Conversational English Program. It is an ordinary box, such as a shoe or hat box, which can be handle [sic] easily, but it is large enough to contain a number of simple familiar household and school objects, often in miniature form. Sample knife,

TUTOR #J (continued)

fork, spoon, pen, napkin, chalk, pencil, ruler, crayons, sissor, [sic] and you can add as many things as you wish."

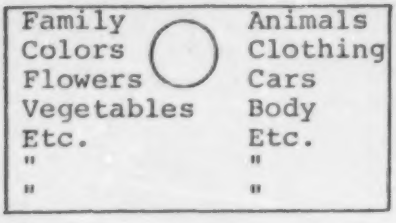
TUTOR #Q

"Picture File--cut out pictures from magazines, paste on construction paper--discuss with children. Comes in handy when you did'nt make lesson plan or when children in no mood to work. [sic] Bulletin Board Display--Decorate bulletin board with something pertaining to each month as we start each new month. For example--April holiday is Easter--put up big rabbit surrounded by easter [sic] grass--have children cut out and color large easter [sic] eggs and hide them in grass. Children love to make decorations."

TUTOR #T

"The few things I use with my children, are very simple games.

I. Large Poster



Children are given several cards made from construction paper to place in correct category. The center circle is used to place cards that they can't identify.

TUTOR #T (continued)

II. Using construction paper, make small cards with words in English and Spanish. Turn cards face down and children take turns trying to match the words. Example: mano--hand, mesa--table, rojo--red, etc.... The child with most matches is the winner.

III. The children also enjoy when we use a point system during class time in order to encourage the use of English. Each child may start out with 50 to 100 points. Each card being worth 10 points. During the class time they must speak only English. Any and every time the [sic] speak out in Spanish the [sic] lose 10 points.

The following in no way is material, but its [sic] something the children and I enjoy very much. We have what we call a "cultural Food Day". Each child brings a dish from home of his native country. [sic]

This year the children also made a piñata, which they broke at the end of the day. Each year it gets bigger and better. We invite all the teachers, and they really look forward to it as much as the children. Decorating the room, making place cards as the one enclosed and the anticipation is something else. The children truly enjoy this day! The doll enclosed was made by the children."*

*The doll enclosed was a paper doll with a colorful native costume which was used as a place card.

TEACHER #22

"There are many materials and ideas which my colleague and I have developed to use in our program. The following are a few ideas and suggestions:

1. Language Master cards--We have made one set of cards for pronunciation and vocabulary. This set contrasts specific sounds such as: "th" and "sh". A second set of cards was developed to teach household items and parts of the house. A third set of cards presents vocabulary dealing with foods. All three of these sets were developed for use as supplementary reinforcement of lessons. Another activity which we do with blank Language Master cards is to record materials from specific lessons with which the children have difficulty or need specific reinforcement. As we have no aide or tutor working with us, this also gives us more time to work with individual students.

2. We have created some "teacher" made games, most of which were copied at inservice workshops from patterns shared by other teachers.

3. We developed an information booklet for school personnel regarding ESL in general, materials available as resources from the ESL room, suggested activities to use with ESL students in the regular classroom, important classroom phrases in Spanish and English, and cultural information about Mexican and Mexican-American students. We also gave a workshop for school personnel explaining our program and use of the booklet.

TEACHER #22 (continued)

4. Individual exercises have been created by us to reinforce materials from the Miami Linguistic Readers and Welcome to English.

5. We obtained a display case from the school warehouse of discarded items. (There was no charge for the case.) We use the case to provide displays of items with which the children may not be familiar. The displays this year have included sea shells, driftwood, dolls, story books, stuffed animals, and a cardboard city (obtained from a local hamburger chain gratis). We plan to have even more varied displays next year if possible.

6. There are many stuffed animals, dolls, and puppets in the room which the children may play with. Often the larger bears are given names and become characters in the room. They are very good for involving reluctant students. When the children speak for the animals and puppets, they are not as inhibited.

7. We used a reward system, for a portion of the year, in which checks were given for work completed and class participation. At the end of the designated time, the children were given play money in proportion to the amount of checks which they had received. We then had an auction in which the students spent all of their money on items which had been donated by fellow teachers, family, friends,

TEACHER #22 (continued)

the churches, etc. Some items were also purchased by us at rummage sales. (All items were inspected by the teachers prior to the auction day and included toys, books, jewelry, clothing, etc.)

8. We obtained a Christmas tree from a local merchant which the children decorated with paper ornaments. The last day before the holidays, the name of a student was drawn and the tree was taken to his home. (The family who received the tree had just had their groceries stolen in the parking lot of a local supermarket and had to use their "Christmas money" to buy more groceries. The tree was their only decoration.)

9. Toys were obtained from the Marines and local merchants for all of our students (and their brothers and sisters) for Christmas. The school had a bilingual Santa for the children and the toys were taken to the parents for presentation as a gift from Santa.

10. Many field trips were taken to a local hospital, fire department, library, parks, shopping centers, the courthouse and police station, the airport, and other locations to familiarize the children with these places and to stimulate learning activities.

TEACHER #22 (continued)

11. Communication with parents was encouraged on our part. Many home visits were made. We encouraged the parents to take part in the Parents' Advisory Council and to visit the school whenever possible. Keeping the line of communication open to the parents often reaps benefits for the children's education.

12. We helped to translate all school notices and newsletters.

13. We have developed a list of social agencies to whom we may call when families request help with legal, medical, or other problems.

14. There are other activities and materials which we have utilized, but time does not permit me to report all of them. We attempt, in our ESL program, to teach English skills; but also to serve the children's total needs. Whenever a problem arises, either academic, social, psychological, economic, or any other; we strive to assist in whatever small way we possibly can."

APPENDIX M

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